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Gender Diversity and Diversity of Ideas

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DISCUSSION PAPER SERIES

IZA DP No. 16631

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NOVEMBER 2023

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ABSTRACT

Gender Diversity and Diversity of Ideas*

Diversity in employee representation is often advocated for its potential to promote the diversity of ideas, and thereby innovation. In this study, we shed light on the phenomenon of ‘idea homophily’, which is a tendency to be more interested in ideas closer to one’s own. We first document recent trends in the Economics Academic junior hiring showing that women specializing in traditionally male-dominated fields are faring significantly better than their counterparts in female-dominated fields and even outperform their male peers. We then examine the demand for ideas in a college educated population with an Online experiment involving 500 participants. We find substantial gender differences in which ideas people are choosing to engage with. Also, when decision-makers are predominantly male, incentives encouraging engagement with female ideas increase substantially their demand, but disproportionately in male-dominated fields. In contrast, incentives encouraging ideas in female-fields in general increase exposure to female ideas but do not lead to an over-representation of either gender conditional on field.

JEL Classification: J16, O30

Keywords: gender diversity, innovation, homophily, hiring, academia

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We couldn't get funding. We couldn't get publications. We couldn't get people to notice RNA as something interesting ...Pretty much everybody gave up on it.

Drew Weismann, co-winner of the Nobel Prize 2023 with Katalyn Kariko

1 Introduction

In many professional environments, ideas are a key input to productivity. Innovation is defined as the exploration and implementation of novel ideas, and is central to economic growth (Aghion et al., 1998). In this context, efforts towards increasing diversity in the workforce are often motivated by their potential productive benefit, in addition to fairness arguments. Individuals from underrepresented groups have the potential to bring new perspectives and thereby increase the potential for building novel and valuable knowledge. In most settings, the selection of ideas and hiring processes are in the hands of 'incumbents'. In this paper, we are interested in the role of 'idea homophily', the phenomenon whereby people may be more interested and engaged with certain ideas, closer to their own. We conjecture that this phenomenon may challenge efforts to increase diversity.

Academia is an obvious example where ideas are key inputs in the production function. Scientific knowledge builds on exploring, developing, and testing new ideas. A key part of the scientific process is the selection of ideas that deserve attention (through for example publication, grant awarding or hiring decisions). It is well-known that men and women tend to specialize in different fields (Kahn and Ginther, 2017, Owen, 2022, Dolado et al., 2012, Fortin et al., 2021, Auriol et al., 2022, Sierminska and Oaxaca, 2022, Truffa and Wong, 2022) and since women are under-represented in Academia (Bateman and Hengel, 2023, Auriol et al., 2022), idea homophily then could be a factor which reinforces the under-representation of women.

Importantly, the phenomenon of idea- or field-homophily may limit the

impact of 'diversity initiatives'. For instance, in the profession and discipline of Economics, diversity and inclusion have received substantial attention over the last few years, with many professional associations such as the American Economic Association, the European Economic Association or the Women in Economics Initiative investing resources aimed at increasing the representation of under-represented groups, such as women and ethnic minorities. However, if idea-homophily is at work, one concern is that these initiatives may be disproportionately helpful to minorities specializing in fields that appeal to the incumbent majority. For example, women specializing in more traditionally male-dominated fields may fare better than those who specialize in fields that are traditionally more female. Of course, women specializing in male fields may still bring a different perspective. The concern is that if a form of idea/field homophily is at work, for example in hiring, it will almost by definition run against diversity of ideas. In such a context, efforts to increase diversity may appear challenging to achieve as it will be more difficult to 'find women' in fields that appeal more to men. Incentives to increase gender diversity may also translate in increasing female representation but may have a more limited impact on the diversity of ideas than if these incentives targeted fields that are traditionally more female. Moreover, the phenomenon of 'idea homophily' may provide incentives for women to specialize in topics and research projects that may not correspond to their preferences, but are more 'marketable'.

This study presents novel evidence from two different sources of data: Data from the field, focusing on the Academic Economics junior job market, and data from an Online experiment, based on a college-educated sample from the general population.

First, using data on economics job market candidates from the 2018-2019 and 2019-2020 job market, we document placements, while distinguishing between gender and field. Importantly, we are most interested in the interaction between the two, and specifically how women specializing in male fields fare relative to women specializing in female fields. We test, whether, all else equal, it is easier for a woman in a male field – a field where women are under-represented – to find a job than for a woman in a female field. Similarly, we evaluate how men fare depending on their fields of specialization. Using web-scraped data on economics job market candidates, including a range of proxy variables for productivity, we find that women in male fields fare substantially

better than women in female fields and men (in all fields). Women in male fields are 13.9 percentage points (or 30% in relative terms) more likely to be placed as assistant professors than those specializing in other fields. We do not find a comparable gender gap in other fields. One concern is that this advantage of women in male fields is a consequence of gender diversity initiatives that may have been overlooked.

As a second step, we conduct an Online controlled experiment to study the demand for ideas in a sample of college-educated working population, who may presumably be involved in hiring decisions at some point in their career. The setup replicates key features of an 'employment hiring setting'. Participants are asked to pick video presentations from a curated set of presentations - in this case, TED Talks. Presentations are either by male or female speakers and are in a female-dominated (health, environment) or in a male-dominated field (tech, business). We provide an incentive to choose a presentation of higher expected quality (as assessed by external raters), and also provide incentives to pay attention to the presentation itself. The goal is to capture the range of incentives involved in hiring decisions in professional contexts: Presumably, there are incentives to hire high-quality candidates, but hiring also has implications for exposure and engagement with their ideas.

The advantage of the controlled setting is that the choices we observe are entirely demand-driven and are not contaminated by supply factors. Also, we observe and have full control over the information that is available to decision-makers at the time of choice. We can disentangle the role of taste and expertise in choices. The tendency to favor ideas that are similar to one's own interests could be driven by both - taste and expertise. For example, if one is specialized in a given field, one may be both interested in that field, but also feel more competent in evaluating a candidate in that field. We contrast two sub-treatments where we vary the relevance of expertise to gauge to what extent choices are driven by taste or by expertise. Finally, we can introduce treatments to compare the effects of different incentives aimed at encouraging diversity, such an incentive to hire a woman, versus an incentive to hire in a female field.

Not surprisingly, we find substantial gender differences in the ideas participants are interested in being exposed to. Men choose disproportionately more presentations in male fields while women choose more in female fields. As a result, male employers are more likely to choose male presenters, because they

are over-represented among male fields (and vice versa for female employers and female presenters). A direct incentive to hire a woman increases the share of women hired within each field, but especially so within male fields. Overall, with this incentive, women in male fields become the most demanded group among the new hires, followed closely by women in female fields. In contrast, under a direct incentive to hire from a female field, it is men in female fields who benefit the most.

This paper contributes to the growing literature on diversity in Academia. Recent papers show that women appear to be disadvantaged at various key points of the career process, such as in hiring and promotion processes (Sarsons, 2017, Sarsons et al., 2021), in citations by peers (Koffi, 2021) or in recognition by peers (Card et al., 2023), even though the trend appears to be changing at least for the latter. Recent studies have also shown that women are treated differently than men in seminars (Dupas et al., 2021) and in how they are described in reference letters (Baltrunaite et al., 2022). A recent study by Bello et al. (2023), particularly relevant for our work here, shows that the similarity in research fields between junior researchers and hiring committee members increases the probability of promotion in Italian Academia and can partially explain the gap in promotions between men and women.

Our contribution is to focus specifically on how men and women fare depending on their field, distinguishing between fields that are more male-dominated and fields that are more female-dominated. We conjecture that these differences may be driven by homophily of ideas. Our study also presents results from an experiment that allows us to focus on the 'demand' for ideas with incentives that resemble incentives present in hiring decisions. We show that the role of 'expertise' is limited in the demand for ideas, and that relatively small incentives for gender or field diversity, can substantially affect which ideas people are willing to engage with. We also find that encouraging engagement with female ideas may increase their representation but that men disproportionately favor ideas from women in male-dominated fields. In contrast, incentives encouraging engagement with ideas in female-dominated fields may be more successful in diversifying ideas, while at the same time benefiting men in female-dominated fields.

2 Field Study

The first study relates to the Academic Economics job market. The advantage of studying the Economics Academic job market is that it is one of the most structured world-wide recruitment markets, with excellent information available on job market candidates applying to positions and on their later placement. Academia is of course a prime example of a sector where ideas play a key role in productivity. Ideas *are* a fundamental input and output of Academia. As noted above, the Economics Academic profession and Academia in general also share challenges regarding the representation of specific groups of the population such as women and non-whites, and thereby share important features with other labor markets.

2.1 Data

We collected data on job market candidates from the top 33 U.S. Economics departments (according to U.S. news ranking as of December 2018) for 2018-2019 and 2019-2020, in total 1034 candidates (See descriptive statistics in Table A.1). We collected the lists of job market candidates from university websites in December 2018 for those on the market in 2018-2019 and in December 2019 for those on the market in 2019-2020.

Gender. We assign gender based on the candidate's first name, if the first name is unambiguously associated with a certain gender (e.g., Mary would be female and John would be male).¹ For those with more ambiguous names, we assign gender manually based on Online information. Out of 1,034 candidates, we know the gender of 1,029 candidates: 69% are men and 31% are women.

Placement. We track candidate placement either through the placement webpage of the university or through their personal website. We note the job title and the name of the employer. Most candidates (57%) find jobs in Academia, while the second biggest placement type is in government, private, or international organizations (17%) most often doing research. The remaining big placement groups include consulting (13%) and tech firms (5%). For those placed in Academia, we also differentiate between tenure-track assistant

¹We use the dataset of first names for the U.S. by Blevins and Mullen (2015). If the proportion of women of men per given name is above 98%, we assign that name to be female or male, respectively.

professors (81% of Academic placement) and other types of positions (e.g., post-docs). If a candidate is placed as an assistant professor with a delayed start and gets a postdoc before starting this main position, we only consider the main (delayed) placement as the placement outcome.

Placement rank. If the candidate is placed in a research institution (Academic or non-Academic), we find the rank of that institution using the REPEC Economic Institution rankings (as of April 2022). The REPEC list includes only the top 429 research institutions. For example, the National Bureau of Economic Research has rank 1, followed by the Economics Department of Harvard University (rank 2), and so on. Almost half (47%) of the job market candidates are placed at the research institutions on the REPEC list. See Figure A.2 in the Appendix for the cumulative distribution of male and female candidates by their placement rank.

Publications. Additionally, we collect information from resumes on whether the candidate has publications at the time of the job market and if so, in which journals. We use the journal rankings provided by Combes and Linnemer (2010). Based on this list, we categorize the first top-7 journals² as AA journals, the next 23 journals (up to top-30) as A journals, and the remaining journals up to top-60 as B journals (See Figure A.1 in the appendix). We also include newer journals that are missing from Combes and Linnemer (2010) like American Economic Journals (Applied Microeconomics, Macroeconomics, and Economic Policy), as well as AER insights into the list of A journals. A third of the candidates have at least one publication, but only 2% have a publication in an AA journal. Around 14% of candidates have a Revise and Resubmit (R&R), but only 4% have an R&R in an AA journal. In general, men are more likely to have a publication or an R&R in an AA or A journal than women (See Figure A.3 in the Appendix). **Supervisor.** We can retrieve the names of the PhD supervisors for 994 job market candidates based on the information on their CVs (40 names are missing).³ We identify female supervisors based on their first name or assign gender manually. On average, 15% of candidates have a female PhD supervisor, and female candidates are almost twice more likely to have a female supervisor (See Table A.1 in the Appendix).

²American Economic Review, Quarterly Journal of Economics, Journal of Political Economy, Econometrica, ReStud, Journal of Finance, Journal of Financial Economics

³We either use the first name mentioned in the references section, or additionally search for the members of the PhD committee or explicit mentions of advisors and supervisors.

Research fields. The fields of research specialization are extracted from the resumes of the candidates.⁴ We find 23 research fields mentioned on at least 20 resumes. See Figure 1 and Table A.2. We then classify fields according to the share of females mentioning it on their resume. The lowest share of women is in Game Theory (only 15% are women) and the highest share is in Health Economics (55%). We classify the Top-7 fields by the share of women as “female fields”: labor economics, applied microeconomics, innovation economics, urban and regional economics, development economics, education, and health. We classify the Bottom-7 fields by the share of women as “male fields”: game theory, microeconomic theory, monetary economics, economic theory, macroeconomics, economic history, and political economy. The other fields are classified as gender-neutral.

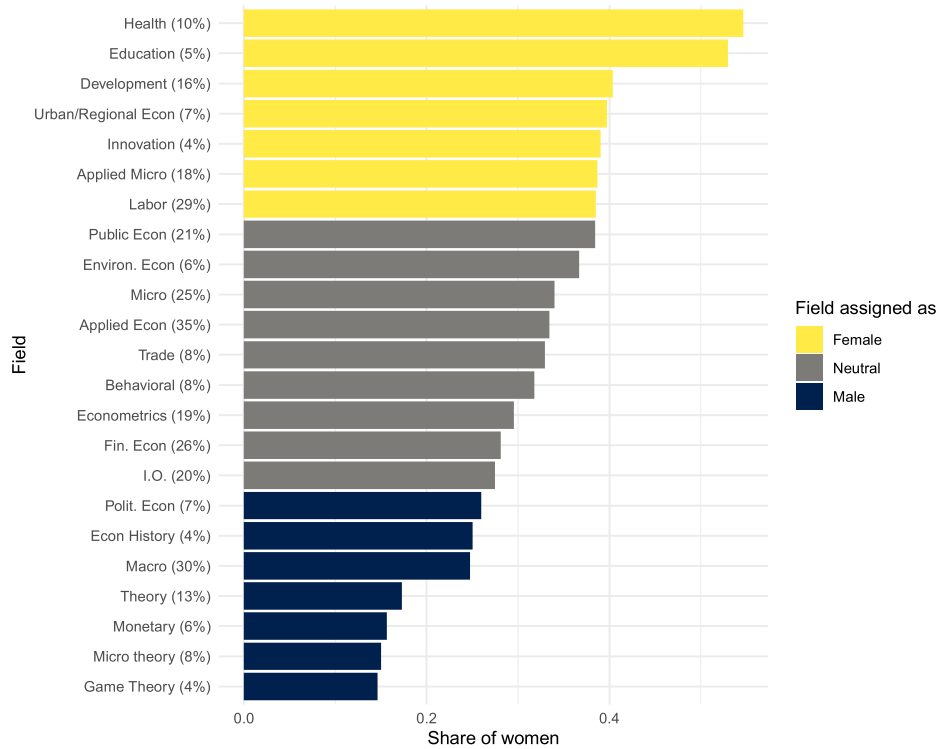
Since candidates usually state several research fields, the same candidate may specialize in both male and female fields or only have gender-neutral fields. We thus distinguish the following four groups of candidates:

- **Neither:** Candidates that have neither male nor female fields;
- **Female, no male:** Candidates that have at least one female field, but no male fields;
- **Male, no female:** Candidates that have at least one male field, but no female fields;
- **Male & Female:** Candidates that have at least one male field and at least one female field

Almost by construction, women are most likely to be in the “Female, no male” group of candidates (172 out of 323 women in the sample, or 53%; see Figure 2) and men are most likely to be in the “Male, no female” group (251 out of 706 men in the sample, or 36%), although there are almost as many men in the “Female, no male” group (220 men, or 31% of all men). A substantial number of candidates are in “Male & Female” group (54 women and 147 men), while the “Neither” group is the smallest in size (35 women and 88 men).

⁴We do not differentiate between primary and secondary fields.

Figure 1: Fields Mentioned on CV by Share of Women

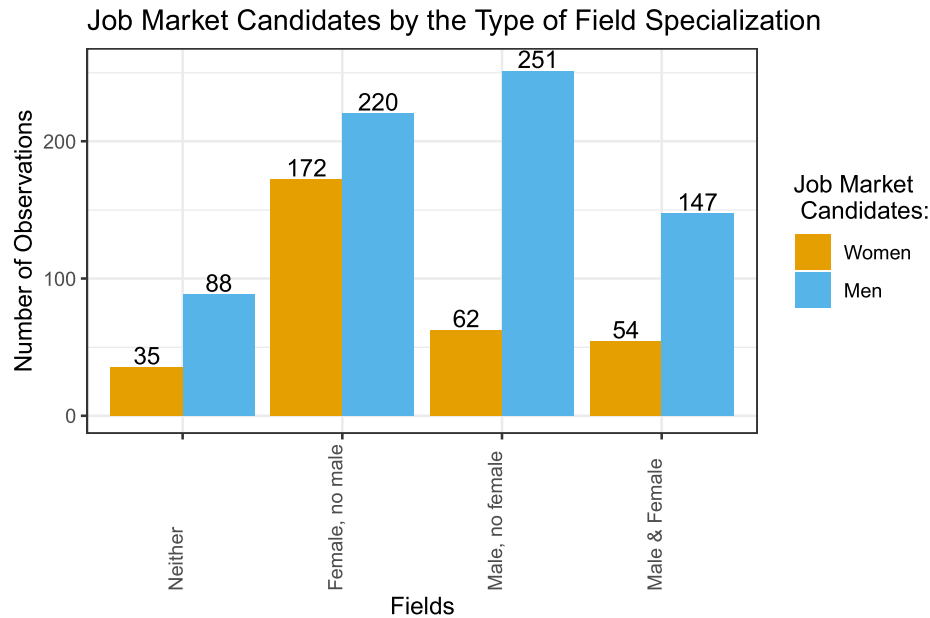


Note: The parentheses next to the field name report the share of candidates who mention a given field on their CV, e.g., 29% of candidates mention Labor Economics. The share of women on the x-axis is the share of women among all candidates mentioning a given field.

2.2 Placement outcomes by gender and fields

We first look at placement outcomes. We observe that women are as likely (if not more likely) to be placed as tenure-track assistant professors as men: 48% vs. 45.2% (See Panel A in Figure 3). These numbers, however, mask differences in the placement probabilities by fields for women. Placement chances seem to be substantially higher for those women who specialize in at least one male field (See Panel B in Figure 3). For instance, the placement probability for a woman specializing in at least one male field, but no female fields, is 56.5%. If a woman specializes in both male and female fields, her placement probability is also high (at 59.3%). If, however, a woman specializes in a female field, but no male fields – which is the majority of women – her placement chances are much lower, 44.2%. While there are notable differences in placement prob-

Figure 2: Number of observations per group

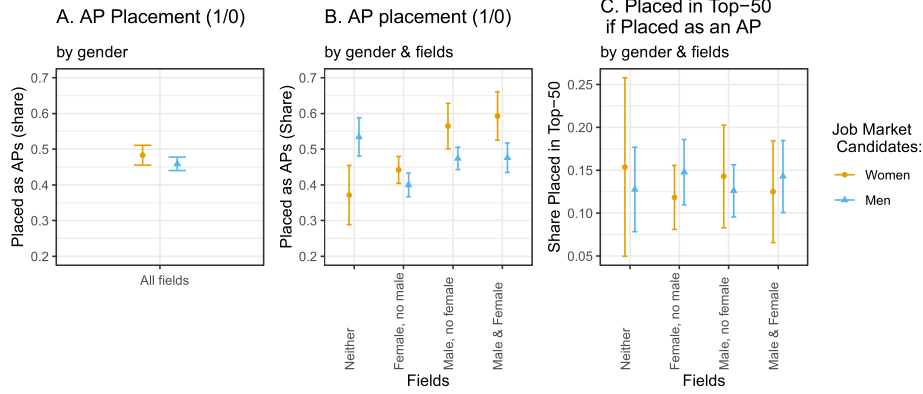


abilities, there are no notable differences in the placement rank: conditional on being placed as an AP, women in male fields are as likely to be placed in Top-50 Economic Research Institutions as women in female fields (See Panel C in Figure 3). Hence, we can say that the minority of women who specialize in male fields seem to have better placement outcomes than the majority of women who do not specialize in male fields.

This relationship – the premium in placement probabilities for women in male fields – also holds for other types of placement outcomes. These women have higher placement chances in Academia in general, which includes non-tenure track APs, postdocs, adjunct, teaching, and other positions (see Panel B in Figure A.4 in the Appendix). The premium also holds if we consider placements in the top-429 economic research institutions (Panel C in Figure A.4), which also includes placements in the top non-Academic research departments, such as placements in the Federal Reserve Board, IMF, the World Bank, etc. Hence, the premium for women in male fields is robust and observed across the board.

The premium may stem from higher demand for male fields and lower demand for female fields, but it may also simply reflect differences in the quality

Figure 3: Placement outcomes – Probability of Being Placed as an Assistant Professor and Placement Rank



of candidates across different fields (supply-side differences). If that is true, the estimated premium for women in male fields (over women in female fields) should shrink when we introduce fixed effects for PhD-granting institutions or proxies for quality such as publication records at the time of the job market.

Moreover, women in male fields are more likely to have a male supervisor (86%) than women in female fields who do not mention any male fields (69%). If male supervisors have better networks, they can perhaps better place their PhD students, which could explain the premium of women in male fields over women in female fields. Controlling for the supervisor's gender should also shrink the premium if this is the case.

To test this formally, we run the following regression:

$$Y_{i,s,y} = \beta^m \cdot \text{male-field}_i + \mu \cdot \text{man}_i + \delta^m \cdot \text{man}_i \times \text{male-field}_i + \kappa \cdot \text{quality-proxies}_i + \sigma \text{female_supervisor}_i + \gamma_s + \xi_y + u_{i,s} \quad (1)$$

where $Y_{i,s}$ is either a placement indicator for the placement as an assistant professor (1/0) or the placement rank – whether the placement rank is within the Top-50 Economics Research Institutions for those placed as assistant professors (1/0) – of candidate i from PhD-granting institution s in year y ; male-field_i (0/1) indicates whether the candidate's CV mentions at least one male field; man_i (1/0) indicates whether the candidate is a man; quality-proxies_i include the quality of journals where the candidate has published or has a revise and resubmit; and $\text{female_supervisor}_i$ indicates whether the PhD supervisor is

a woman. Coefficients γ_s and ξ_y capture PhD-granting institution and year fixed effects, and $u_{i,s}$ is the residual.

Table 1: Regression results: Placement as a tenure-track Assistant Professor

| | Placed as an AP (1/0) | | In Top-50 (1/0), if placed as an AP | |
|--------------------------------------|-----------------------|-----------|--|---------|
| | (1) | (2) | (3) | (4) |
| β^m : male field | 0.149* | 0.139* | 0.010 | 0.001 |
| | (0.059) | (0.058) | (0.056) | (0.065) |
| μ : man | 0.010 | -0.014 | 0.013 | 0.019 |
| | (0.046) | (0.047) | (0.048) | (0.029) |
| δ^m : man \times male field | -0.108 | -0.110 | -0.016 | -0.052 |
| | (0.070) | (0.059) | (0.068) | (0.084) |
| $\mu + \delta^m$ | -0.098* | -0.124*** | -0.003 | -0.033 |
| | 0.053 | 0.040 | 0.049 | 0.078 |
| N obs | 988 | 988 | 469 | 469 |
| N clusters | | 33 | | 33 |
| R^2 | 0.01 | 0.05 | 0.00 | 0.06 |
| Mean Y | 0.47 | 0.47 | 0.13 | 0.13 |
| publication records controls | | ✓ | | ✓ |
| PhD supervisor's gender | | ✓ | | ✓ |
| institution fixed effects | | ✓ | | ✓ |
| year fixed effects | | ✓ | | ✓ |

* p<0.05, ** p<0.01, *** p<0.001

This table reports selected coefficients for Regression (1). See the full set of coefficients in Table A.3 in the Appendix.

The main parameter of interest is β^m , which captures the difference in outcomes between women in male fields and women with no male fields. Without any controls, women who specialize in at least one male field are 14.9 percentage points more likely to be placed as tenure-track assistant professors than women with no male fields (See Row 1, Column 1 of Table 1). Next, in Column 2, we introduce controls for the quality of publications (and R&Rs), supervisor's gender, and PhD-granting institution (and year) fixed effects, which means that we exploit only the variation in placement outcomes for people graduating from the same institution. In general we find that a better publication record is correlated with better placement outcomes. In particular, a revise-and-resubmit at an AA journal (top-7) "adds" 33 percentage points (See Column 2 of Table A.3 in the Appendix). Nevertheless, the gap (β^m) remains almost identical when including the additional controls: the estimate is at 13.9

percentage points with p-value < 5% (See Column 2 of Table 1). We conclude that (at least) these controls fail to explain the gap in placement outcomes between women in male and women in non-male fields.

While we find no placement differences between men and women in non-male fields (See Row 2, Column 1 in Table 1), there is a difference between men and women who specialize in at least one male field (see the estimate for $\mu + \delta^m$): women with at least one male field are 12.4 percentage points more likely to be placed as tenure-track assistant professors than men with at least one male field.

Placement quality, conditional on placement, is not statistically different across the different groups of job market candidates (See Columns 3 and 4 of Table 1).

When we consider alternative placement outcomes – placement in Academia or in the top 429 economic research institutions – the results are similar, albeit less sharp (See Columns (3)-(7) and (9)-(12) of Table A.3 in the Appendix).

Overall, we show that, indeed, there seems to be a premium for women who work in male fields over women in non-male fields, but also over men in male fields: these women are more likely to find a placement as assistant professors without a drop in the rank of placement.

The drawback of the field data though is that the observed outcomes are equilibrium outcomes that reflect demand and supply factors. In the next Section, we present experimental evidence on the demand for ideas in a college-educated population.

3 Online Experiment

Our second study is based on an Online experiment where we study more broadly the demand for ideas in a college-educated working population. We designed the experiment to examine in more detail the demand for ideas when confronted with incentives that are similar to those present in hiring decisions. Presumably, there are incentives to hire high-quality candidates, and hiring decisions have implications for exposure and engagement with the ideas of the candidate. The goal of this experiment is to present first evidence on the demand for ideas, and explore to what extent the demand for ideas responds to incentives.

Of course, the design is deliberately kept simple and thereby omits important features likely to be relevant in real-world applications, such as real long-term social interactions. We also have a general focus on 'ideas', while hiring will be determined by the specific needs of a firm, its specialization, etc. Nevertheless hiring needs are likely to be partly a choice variable as well. Also, it is likely that when establishing a profile for a candidate, firms have room to focus on certain aspects and less on others. For example, a company looking for an administrative assistant may be interested in someone who values environmental initiatives, or someone who is more business-minded.

The experiment was pre-registered on the AEA RCT website under the title 'What do people choose to watch' (AEARCTR-0011330), and conducted on the platform Prolific in July 2023.⁵

3.1 Basic Setup

We now turn to describing the basic experimental design. Participants, who we will refer to as 'Employers', are asked to choose three talks among a curated set of eight Ted talks. Before selecting their preferred talks, they see basic information about each of the talks: a screenshot showing the speaker (see Figure 4), the title of the talk, the field category (Tech, Health, Environment or Business), and a brief summary of the talk. They are then asked to rank their three choices in order of preference. The higher they rank a presentation, the higher the probability they will get to view this presentation:





- Rank 1: probability of watching equal to $\frac{1}{2}$;
- Rank 2: probability of watching equal to $\frac{1}{3}$;
- Rank 3: probability of watching equal to $\frac{1}{6}$.

⁵The first pre-registration took place in May 2023, just before any data collection started. We then collected data for Stage 1 of the experiment (ratings of TED Talks by Cornell students as explained below). We indicated that the plan for stage 2 (main experiment) was preliminary, and would be updated before data collection would start for stage 2, which we did on 26 July 2023, prior data collection for the second stage (main experiment). A third amendment was registered on September 28, after we noticed small imbalances in videos shown to participants. 50 additional observations were collected to eliminate these imbalances. None of the results were significantly affected by adding these additional observations

Figure 4: Screenshot of the choice screen (with 4 out of 8 choices displayed)

Presentations:

(pick your top 3)

| | |
|---|---|
| <p>[Environment:] The next global agricultural revolution.</p>  <p><input type="checkbox"/></p> <p><small>Summary: Conventional meat production causes harm to our environment and presents risks to global health, but people aren't going to eat less meat unless we give them alternatives that cost the same (or less) and that taste the same (or better). In an eye-opening talk, this food innovator and TED Fellow shows the plant and cell-based products that could soon transform the global meat industry -- and your dinner plate.</small></p> | <p>[Business:] The little risks you can take to increase your luck.</p>  <p><input type="checkbox"/></p> <p><small>Summary: Luck is rarely a lightning strike, isolated and dramatic -- it's much more like the wind, blowing constantly. Catching more of it is easy but not obvious. In this insightful talk, this Stanford engineering school professor shares three unexpected ways to increase your luck -- and your ability to see and seize opportunities.</small></p> |
| <p>[Environment:] How to heat your home without hurting the planet.</p>  <p><input type="checkbox"/></p> <p><small>Summary: Of all the mundane yet astonishing marvels of human ingenuity, knowing what it takes to heat a room to a comfortable temperature is this speaker's and TED Fellow's favorite. She takes us on a journey across the planet and under the sea to emphasize the dangers of modern heating, and offers a safer, planet-friendly alternative that taps into the geothermal energy right below our feet.</small></p> | <p>[Business:] What makes a job "good" -- and the case for investing in people.</p>  <p><input type="checkbox"/></p> <p><small>Summary: Businesses need to stop cutting labor costs and start investing in people, says this social impact investor. In this perspective-shifting talk, he breaks down the essential ingredients of a "good" job -- which is more than just the size of a paycheck -- and shares why they're key to building great companies.</small></p> |

The eight talks fall under broad topics (“Tech”, “Health”, “Business” or “Environment”) and are either presented by a woman or a man.

The choice sets presented to employers always had the same structure:

- 4 presentations in a male field (either Tech or Business); 3 by male presenters, 1 by a female presenter.
- 4 presentations in a female field (Health or Environment); 1 by a male presenter, 3 by female presenters.

The order of presentations within any choice set is randomized.

There are two sets of ‘choice sets’ for each field, such that several employers would be confronted with the same choice set.

One of three talks is then selected at random (according to the procedure described above), and participants viewed the presentation. After watching the presentation, participants are asked to answer four questions related to it. Finally, participants are also asked a series of questions about their occupation and interests, as well as basic background characteristics.

The full survey questions are available in Appendix D.

3.2 Baseline Incentives

Participants are told that their earnings would vary between \$6 and \$18 for participating in the study. The payment of a minimum of \$6 is guaranteed.

The incentives are set as follows:

- Payment depending on the quality of the talk watched (\$1 – \$5).
- Payment of \$3 per correctly answered attention question.

The quality of talks was assessed prior to the experiment by external raters. We recruited 16 Cornell students, based on topics they reported having expertise in. Each TED Talk was rated by 2 students on three dimensions (how informative was the talk, whether the presenter made it interesting and easy to follow, and whether the talk was convincing). We calculated an average rating for each talk across the three dimensions and two students. We then re-scaled it on a scale from 1 to 5 and rounded the rating to the nearest half unit (0.5, 1, 1.5, 2,...5). Participants are told they would earn \$1 times the value of the rating. Full details of the protocol are provided in Appendix B.

The attention questions are a set of four questions related to the talks. These questions have been generated by our research team, with the help of two research assistants. As described below, one of the treatment variations relates to the nature of these questions, and whether they are easier to answer when one has expertise in the topic or not.

3.3 Treatments

We introduce two experimental variations. The first treatment variation relates to the nature of questions asked about the talk and aims to evaluate the extent to which choices are driven by expertise as opposed to taste. The second treatment variation aims at evaluating the effects of diversity initiatives. We contrast the effects of introducing (small) incentives to choose a female presenter to the effects of an alternative incentive, that subsidizes the choice of presentations in a female field. We are interested in evaluating how these institutions affect the representation of women and the diversity of ideas. For this second variation, we only involve male participants as employers, since the goal is to learn how these incentives can affect decisions in male-dominated workforce environments.

3.3.1 Taste vs Expertise

The first treatment varies the type of attention questions. Depending on the treatment, the questions can be of two types: **content questions** or **listening questions**. Content questions are questions related to the content of the talk and are easier to answer if one has some expertise in the topic. Listening questions are questions that require no knowledge of the topic and simply require having paid attention to the presentation. For the latter, the question is of the type 'Was this sentence said...'. The full list of questions is available in the Online Appendix D.

Both types of questions are single choice questions giving a choice of four possible sentences, with one of them being correct. We use this experimental variation to assess the extent to which expertise or taste drive choices.

3.3.2 Incentivizing diversity

Diversity initiatives often target specific individual characteristics, such as gender or race. The idea is to encourage a fair representation of candidates, and in particular of those who are under-represented. We introduce a treatment 'Gender Incentive', where participants receive an additional \$1 incentive for selecting a presentation by a female speaker.

An alternative incentive that could be considered is one that targets under-represented fields, rather than under-represented individuals. The idea is to encourage hiring in fields that are under-represented and more popular among under-represented individuals. We introduce a Treatment 'Field Incentive', where participants receive an additional \$1 incentive for selecting a presentation in a female-dominated field ("Health" or "Environment").

Note that the payment for the gender or field incentive (\$1) was deliberately chosen to be relatively small compared to the other incentives. The quality of the candidate and the need to engage with their ideas are by design intended to matter more in decisions than the diversity incentives. The goal was to replicate the trade-off we perceive in many professional settings, where questions of quality and fit are likely to be key determinants of hiring, and diversity concerns matter but are perhaps not as prime order as quality or fit.

The shifts we observe in choices should therefore be considered with this incentive structure in mind.

Overall, we implement a 3×2 between-subject design, but the two additional incentive treatments only involve male participants.

Female participants were only exposed to the two treatments with baseline incentives, while male participants were also exposed to the three different incentive treatments.

3.4 Hypotheses

We pre-registered several hypotheses related to how we would expect the choices to depend on (1) the gender of the employer, and on (2) treatment variations.

The key variables of interest are:

- Share of female presenters chosen, $S_{FPresenter} = \text{Number of female presenters chosen} / \text{Total number of presenters chosen}$
- Share of presentations in female fields, $S_{FField} = \text{Number of chosen presentations in female fields} / \text{Total number of presenters chosen}$
- Share of women in female fields, $S_{FF} = \text{Number of chosen presentations by female presenters in female fields} / \text{Total number of presenters chosen}$
- Share of women in male fields $S_{FM} = \text{Number of chosen presentations by female presenters in male fields} / \text{Total number of presenters chosen}$

A natural benchmark to which we can compare the shares corresponding to choices is their shares in the choice sets. For each group (gender, field, and combination of gender and field) we calculate a measure of over- and under-demand on based on the ratio of the chosen share to the share in the choice set. This ratio lies between 0 and 8 (e.g., if all employers choose a woman from a male field or a man from a female field). A ratio below 1 indicates that this group is underrepresented, a ratio above 1 shows that this group is over represented. We now turn to the hypotheses to be tested.

Hypothesis 1 We predict there are systematic differences in preferences and expertise for field according to the gender of the employer. We expect the following in the baseline (no gender or field incentive) treatment:

Hypothesis 1a. Presentations by male/female presenters will be over-represented in the shares of presentations chosen by men/women respectively.

- $S_{FPresenter} < 50\%$ if employer gender is male.
- $S_{FPresenter} > 50\%$ if employer gender is female.
- $S_{FPresenter}$ if employer is male $<$ $S_{FPresenter}$ if employer is female

Hypothesis 1b. Presentations in male/female fields will be over-represented in the shares of presentations chosen by men/women respectively.

- $S_{FField} < 50\%$ if employer gender is male.
- $S_{FField} > 50\%$ if employer gender is female.
- S_{FField} if employer is male $<$ S_{FField} if employer is female

Hypothesis 1c. The differences observed in (a) and (b) will be larger in the “expertise treatment” than in the “no expertise treatment”.

Hypothesis 2 We compare the impact of two treatments: “gender incentive” and “field incentive”. We predict the following for male employers:

Hypothesis 2a. Both “incentive treatments” will increase the share of women relative to the baseline.

- $S_{FPresenter}$ under Gender Incentive $>$ $S_{FPresenter}$ under Baseline
- $S_{FPresenter}$ under Field Incentive $>$ $S_{FPresenter}$ under Baseline

Hypothesis 2b. The field incentive will increase the share of presentations in female fields. We do not expect to find a significant effect of the gender incentive treatment on the share of presentations in female fields.

- S_{FField} under Field Incentive $>$ S_{FField} under Baseline
- S_{FField} under Gender Incentive $=$ S_{FField} under Baseline

Hypothesis 2c. We want to explore how the two incentive treatments affect the diversity of ideas. We measure the distance to full diversity as a sum of squared differences between the actual aggregate shares chosen in each field versus 25% – the full-diversity benchmark when each field is represented proportionally (See the formula in Equation 2). We then test whether any of the incentive treatments generate more diversity of ideas than in the baseline, and whether the field incentive treatment generates more or less diversity of ideas than the gender incentive treatment.

3.5 Sample

The experiment was conducted via the platform Prolific. We sampled 551 prolific participants (413 men and 138 women), all of whom are US-born, aged between 25 and 60, have a college degree, and are currently employed (full-time, part-time or starting a new job within 2 weeks).⁶

3.6 Analysis of Online Experiment Data

On average participants spent 19 minutes on the study and were paid \$13.2. Summary statistics on the payment components and time spent by each treatment group are presented in Tables A.7 and A.8.

3.6.1 Sample Descriptives

The realized sample sizes per treatment group and the gender of the employer are in Table A.4). The randomized values are overall balanced across different treatment groups: The descriptive statistics for the randomly assigned values are presented in Table A.5 (grouped by the type of the incentive and gender) and in Table A.6 (grouped by the question type and gender).⁷

Women and men in our sample are different in terms of their occupations and topics of interests. Women are less likely than men to have a STEM degree (21% of women vs. 42% of men) or to work in occupations related to ICT, math,

⁶We surveyed 501 people on July 27, 2023. Ex-post, we realized that there were some imbalances in the number of observations across different randomization values, which happened completely at random. We amended the Pre-Analysis plan on September 28, 2023, (see the details in Appendix C Online) and additionally surveyed 50 people on September 29, 2023.

⁷See Footnote 6.

engineering or architecture (0% vs. 6%). Women are more likely than men to indicate interest in topics such as Art (46% of women vs. 35% of men), Education (33% vs. 22%), Environment (52% vs. 40%), Health (67% vs. 44%), Lifestyle (55% vs. 29%), and Literature (46% vs. 25%); but they are less interested in Business and Finance (29% vs 48% for men), Politics (33% vs. 45%), Science and Technology (55% vs. 76%), and Sports (21% vs. 51%). See Table A.5.

Overall, the occupational structure among the survey respondents resembles the occupational structure among college-educated labor force in the U.S. (Table A.9).

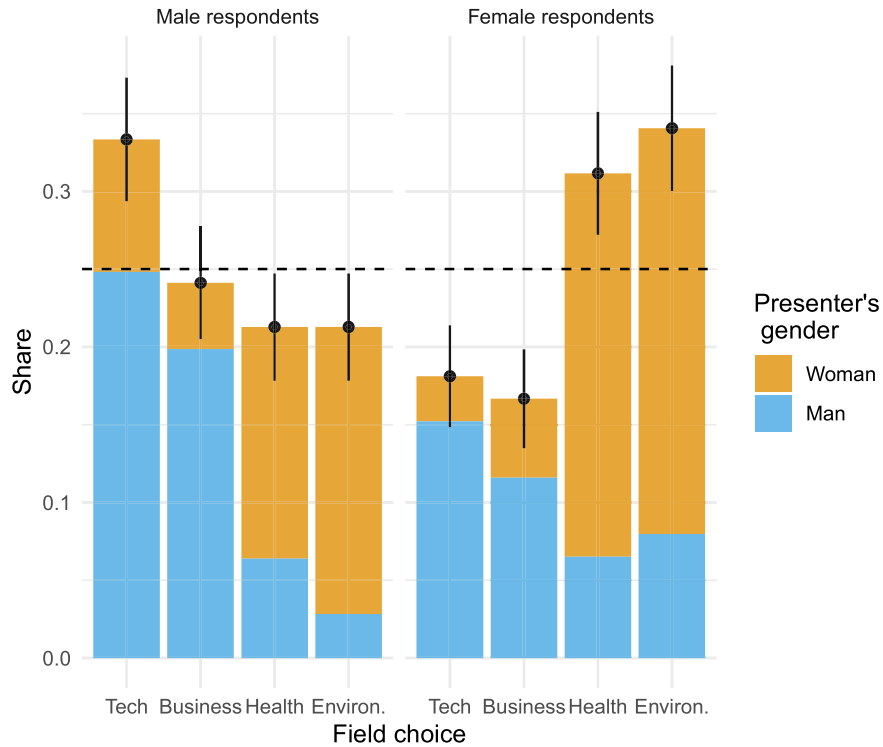
3.6.2 Baseline choices

We start with the first hypothesis. The first outcome of interest is the share of women chosen by male and female employers, considering first ranked choices only. Results are summarized in Panel A of Table A.10 in the Appendix. Men are slightly less likely to choose presentations by female speakers (46.1%), but this is not significantly below 50% (p-value 17.8%, one-sided test). Women are significantly more likely to choose presentations by female speakers (58.7%, one-sided t-test p-value of 2%). The difference in the probability of choosing a woman between the two groups of employers is 12.6 percentage points and statistically significant (p-value 1.8%), in line with Hypothesis 1a.

Hypothesis 1b relates to the share of presentations in female fields, and how that differs across gender, again considering first ranked choices only. Again, we find systematic gender differences. Figure 5 shows that men are more likely than women to choose Tech and Business (i.e., male fields), while women are more likely to choose Health and Environment (i.e., female fields). Overall, men choose female fields in only 42.6% of cases, which is significantly below 50% (p-value 3.8%, one-sided test, see Panel B of Table A.10). Women choose female fields in 65.2% of cases, which is significantly above 50% (p-value <0.01%). Overall, the difference in field choices between the two groups of employers is 22.6 percentage points and statistically significant (p-value <0.01%). These sharp differences in field choices by men and women are in line with our hypothesis that men and women are interested in different ideas.

Note that the difference in the shares of female presenters chosen appears mostly driven by different preferences for fields, which we discussed earlier.

Figure 5: Baseline Choices



Note: The dashed line at 25% shows expected shares for each field if presentations are chosen at random. Sample sizes: 132 male respondents, 126 female respondents.

Conditioning on the field chosen, we find no evidence of gender biases in choices. There is no significant association between the gender of the presenter and the gender of the employer (t -statistics = 0.12; See Figure A.6 in the Appendix). To sum up, men are more interested in male fields where male presenters are in the majority, which results in men choosing more men. Similarly, women choose more women because they are interested in fields where women are in the majority. Hence, even in the absence of a gender homophily, substantial gender biases in choices come from field preferences.

3.6.3 The Role of Expertise

Hypothesis 1c relates to whether the nature of the attention questions affects choices, and in particular, whether it is plausible that homophilic choices are

driven by expertise rather than taste. Arguably, when employers are asked questions regarding the content of the TED talk, we expect them to have stronger incentives to choose a talk in which they have some prior expertise than when they are simply asked listening questions (i.e., “Was this sentence said?”). In other words, we would expect men to be more likely to choose male fields (or less likely to choose female fields) under content questions than under listening questions, if their choices are driven by expertise.

We do not find significant differences in field choices by the type of questions (See Figure A.5 and Table A.11). Men choose female fields in 39.4% of cases under content questions and 45.7% of cases under listening questions, but the difference of 6.3 percentage points is not statistically significant (p-value of 22.7%, one-sided t-test). Vice versa, we would expect women to choose female fields more often when asked content questions rather than listening questions, but we observe the opposite: women choose female fields in 60% of cases under content questions, compared to 70.6% under listening questions. Hence, the results indicate that differences in expertise are not the main, or at least not the only driver of the sharp gender differences in field choices, but rather gender-specific tastes play a significant role.

3.6.4 Effect of gender and field incentives

Next, we turn to Hypothesis 2, which relates to the effects of the two incentive treatments and focuses on the sample of male employers.

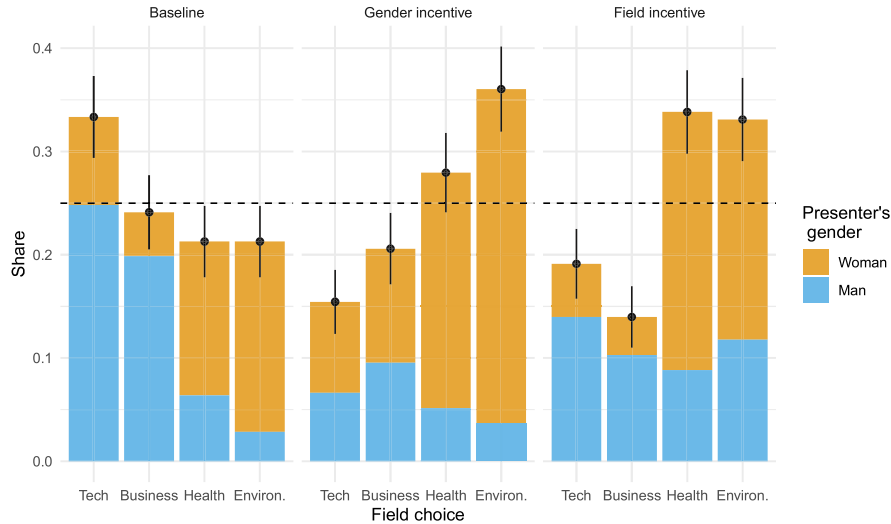
Hypothesis 2a predicts that both incentive treatments will increase the share of women relative to the baseline. We find that the gender incentive increases the share of women much more than the field incentive (See Figure A.8). The share of female presenters increases from 46.1% at the baseline to 55.1% under the field incentive (p-value 6.7% for the difference relative to the baseline; one-sided t-test; See Table A.11) and to 75% under the gender incentive (p-value <0.01% for the difference relative to the baseline; one-sided t-test). These results are in line with Hypothesis 2a.

Second, we find that both gender and field incentives significantly increase the share of presentations in female fields (See Figure 6 and Figure A.7). The share of female fields increases from 42.6% at baseline to 64% under the gender incentive (p-value <0.01% for the difference relative to the baseline; one-sided

t-test) and to 66.9% under the field incentive (p-value <0.01% for the difference relative to the baseline; two-sided t-test). All the calculations are presented in Table A.11. Hypothesis 2b predicted that the share of presentations in female fields would increase significantly with the field incentive, but not with the gender incentive. As such, it is interesting that the field incentive also helps increase the share of women chosen.

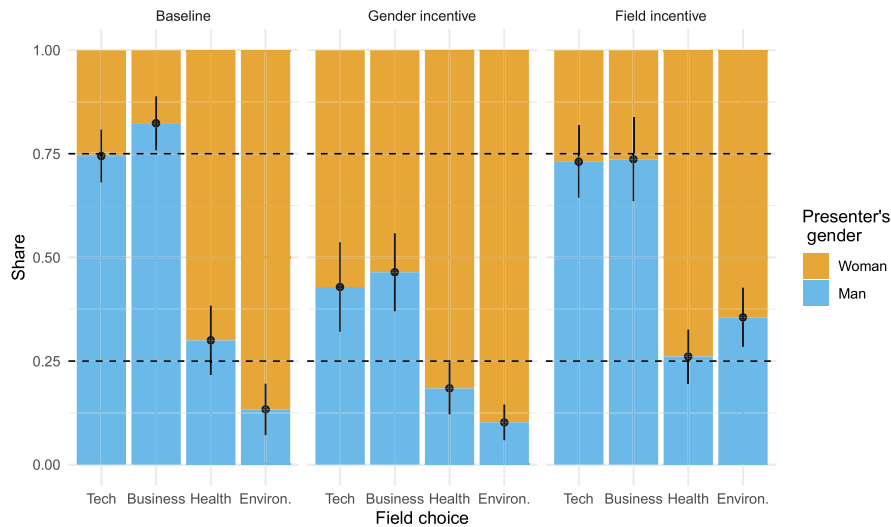
We find that the gender incentive treatment increases the share of women chosen in every field (See Figure 7). (Figure 7) shows the distribution of gender conditional on field, for first-ranked choices. We see that women in male fields benefit most from the gender incentive, and distorts the gender ratio within male fields. The share of women in male fields increases from 22.4% up to 55.8% (in the top-1 choices), whereas the share of women in female fields increases from 80% up to 87.8% (in the top-1 choices). In contrast, the field incentive does not distort gender ratios within fields. While are substantially over-represented with the gender incentive, they are only marginally over-represented with the field incentive. Thus, these two incentive schemes have very different impact on the share of women chosen.

Figure 6: Gender and Field Choices of Male Respondents by Incentive



Note: The dashed line at 25% shows expected shares for each field if presentations are chosen at random. Sample sizes: 132 respondents in the baseline group, 117 in the gender incentive group, and 126 in the field incentive group. Male respondents only.

Figure 7: Gender Choices of Male Participants by Field and Incentive



Note: The dashed line at 75% shows the expected share of men in male fields: and the dashed line at 25%, the expected share of men in female fields, if presentations are chosen at random. Sample sizes: 132 respondents in the baseline group, 117 in the gender incentive group, and 126 in the field incentive group. Male respondents only.

3.6.5 Measures of over and under-demand

We now construct a measure of over and under-demand of men and women in different fields. This measure is the ratio of demand for each gender-field group relative to its representation in the choice set.

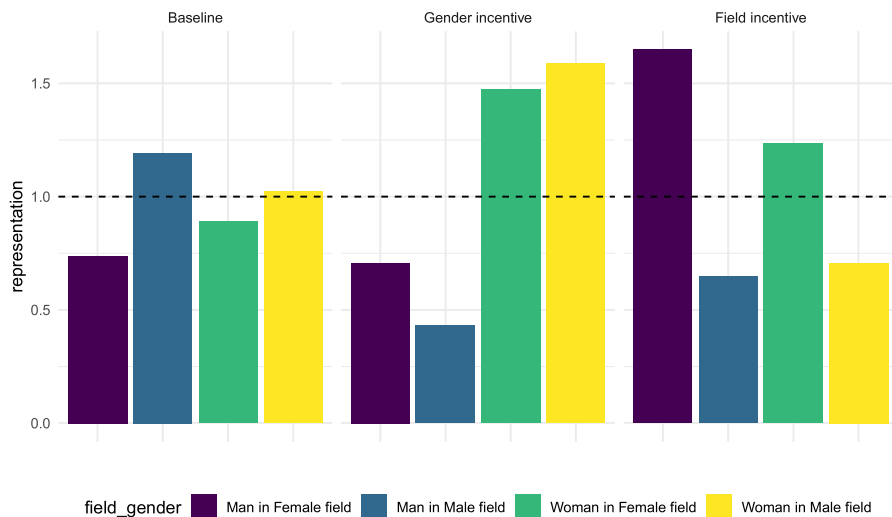
The calculated ratios are shown in (See Figure 8) for each gender/field combination and incentive treatment, and relates to men's choices only. We find that at the baseline, the only group in over-demand is men in male fields. Under the gender incentive, the most demanded group is women in male fields, followed closely by women in female fields. Both are close to 50% over-demanded. Under the field incentive, the most demanded group is men in female fields, with women in female fields being in over-demand as well. That is, the (small) incentives substantially affect the demand for ideas.

We conclude that gender incentives may indeed have a differential effect on demand for women in male fields compared to women in female fields. The takeaway message is that incentives to increase female representation may disproportionately increase the demand for female ideas in male fields, a phe-

nomenon that echoes what we found with the data from the economics junior job market.

Of course, the magnitude of the changes in the relative demand for these groups will depend on the strength of the gender incentive and on the strength of field preferences of the employers. Here the incentives were deliberately chosen to be small relative to the other incentives, in particular relative to the incentives of engaging with the ideas themselves, which we believe is in line with the current incentives in the Academia. We find that these small incentives have substantial effects on choices, suggesting that the demand for ideas is quite elastic in this setting.

Figure 8: Over and under-demanded groups by incentive



Note: The dashed line at 1 shows the expected demand-ratio if presentation are chosen at random. The representation measure is calculated by dividing actual share by the share in the choice set. When the ratio > 1 , the group is over-demanded. When the ratio < 1 , the group is under-demanded. Sample sizes: 132 respondents in the baseline group, 117 in the gender incentive group, and 126 in the field incentive group. Male respondents only.

3.6.6 Distance to equal representation of ideas

The choice sets of ideas are such that each of the four fields is equally represented. We can therefore calculate a measure of how far the actual choices are

from equal representation:

$$DistEqual \equiv \sum_{j \in fields} (S_j - 25\%)^2 \quad (2)$$

where S_j is the share of field $j \in \{Tech, Business, Health, Environment\}$ among the top-1 choices of the employers and 25% is the share of each field in the choice set.

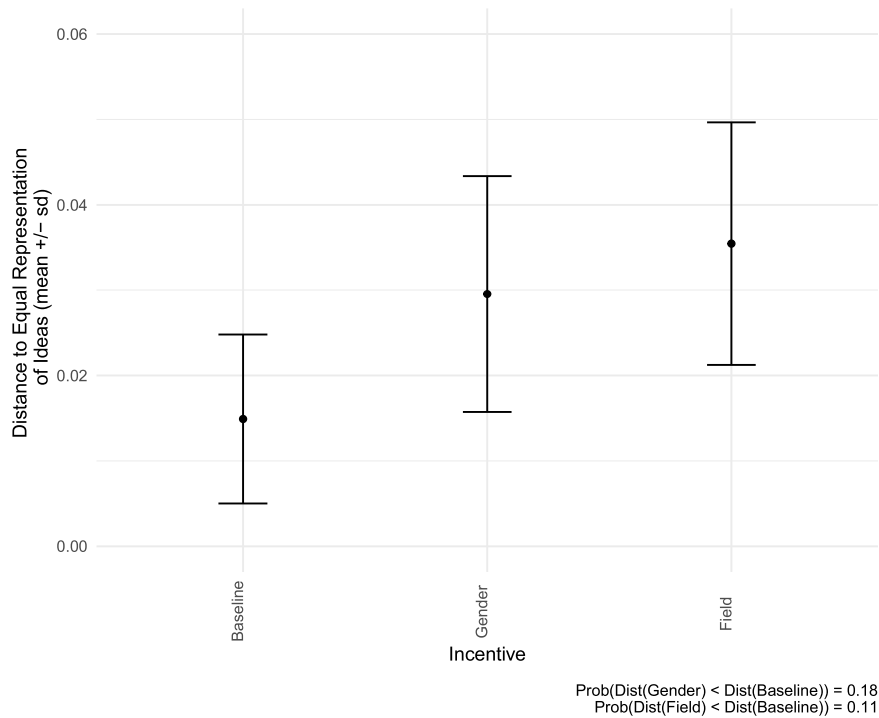
For example, the distance will be equal to zero, if all four fields are equally represented among the top-1 choices, i.e., all are exactly at 25%. The largest distance to equal representation equals to 0.75, when all employers choose only one field as their top-1 choice.

To test if incentives statistically increase diversity (i.e. decrease the distance to equal representation), we bootstrap the sample 10,000 times to obtain the mean and standard errors of the distance to equal representation. Figure 9 shows the results.

Both gender and field incentives change choices substantially toward 'female fields' and choices are as far from equal representation as the baseline choices or even further (See Figure 9). At baseline, the distance to equal representation is 0.0149 for men's choices, while it rises to 0.0295 under the gender incentive and to 0.0354 under the field incentive. The probability that the gender or field incentives improves upon the baseline is just 17.9% or 10.8% (respectively). In all other instances, the incentives lead to bigger distances to equal representation.

It is important to stress that these effects relate to flows rather than stocks. While at the baseline the top-1 choices favor male fields, gender or field incentives favor female fields. We should consider that gender or field incentives are usually introduced to adjust the flow of new hiring to correct for existing imbalances in the representation of fields (stocks). If the current stocks of employers are represented by the historical imbalances favoring male fields, then making the flows favor female fields will likely improve the stock's diversity and help moving towards more equal representation.

Figure 9: Distance to equal representation of ideas



Note: The estimates are based on 10,000 bootstrapped samples.

4 Discussion and conclusion

The goal of this paper is to present novel evidence on gender asymmetries in the demand for ideas, and highlight the phenomenon of 'idea homophily'.

We present evidence from the Economics junior job market showing that in recent years women have been faring substantially better than their male counterparts, and this may be a reflection of efforts to increase gender diversity. However, we show that the success of women on the job market depends on their field of specialization, and that women in male fields fare significantly better than women in female fields. Controlling for available measures of productivity does not affect this conclusion at all.

Data from the field confound supply and demand factors though, so we also present evidence from a controlled experiment, conducted Online with a college-educated population. We examine the demand for ideas (Ted talks)

when there are incentives to engage with high-quality ideas. We find large gender differences in the demand for ideas, and we find that these differences are mostly driven by taste rather than by expertise considerations.

Introducing small incentives to engage with ideas promoted by women or in fields that are typically more female sharply affect choices, suggesting the demand for ideas is quite elastic. We also show that these incentives have different effects on the representation of ideas. Incentives to increase female representation lead to an over-demand of women in male fields, while incentives to increase representation in female fields lead to an over-demand of men and women in female fields.

In most countries, it is illegal to discriminate in favor or against certain groups based on attributes such as gender or race. Nevertheless, many recent initiatives are targeting under-represented groups and it could now be the case that, all else equal, candidates from under-represented groups are preferred to over-represented groups. The results presented in this paper point out that these initiatives may well be effective in increasing the demand for under-represented groups, but may not necessarily realize the full potential of diversity. Promoting diversity of ideas across the board may be more effective at achieving both an increase in representation of under-represented groups and under-represented fields.

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A Appendix

Table A.1: Descriptive Statistics for Econ Job Market Candidates

| | By gender: | | |
|---|------------|--------|--------|
| | All | Men | Women |
| Number of observations: | | | |
| Total | 1,034 | 706 | 323 |
| 2018-2019 market | 506 | 334 | 167 |
| 2019-2020 market | 528 | 372 | 156 |
| <hr/> | | | |
| Women (share) | 0.31 | 0.00 | 1.00 |
| Placement: | | | |
| placement unknown | 0.05 | 0.05 | 0.04 |
| Academia | 0.58 | 0.58 | 0.58 |
| Research, gvt, international org. | 0.18 | 0.18 | 0.17 |
| Consulting | 0.13 | 0.12 | 0.16 |
| Tech firm | 0.05 | 0.06 | 0.05 |
| in top 429 econ research inst. (share) | 0.40 | 0.39 | 0.43 |
| among those: | | | |
| REPEC rank (mean) | 150.73 | 148.53 | 155.09 |
| REPEC rank (median) | 117.00 | 117.00 | 113.00 |
| PhD-granting institution: | | | |
| Institution's rank, from 1 to 33 (mean) | 14.08 | 13.75 | 14.67 |
| Institution's rank, from 1 to 33 (median) | 13.00 | 12.00 | 13.00 |
| Fields of specialization: | | | |
| Macro (share) | 0.30 | 0.32 | 0.23 |
| Financial economics (share) | 0.26 | 0.27 | 0.23 |
| Econometrics (share) | 0.19 | 0.19 | 0.18 |
| Public economics (share) | 0.21 | 0.19 | 0.26 |
| Labor (share) | 0.29 | 0.26 | 0.36 |
| Development (share) | 0.16 | 0.14 | 0.21 |
| Applied microeconomics (share) | 0.18 | 0.16 | 0.22 |
| At least one male field (share) | 0.50 | 0.56 | 0.36 |
| At least one female field (share) | 0.57 | 0.52 | 0.70 |
| At least one male but no female field (share) | 0.31 | 0.36 | 0.19 |
| At least one female but no male field (share) | 0.38 | 0.31 | 0.53 |
| Publications (at the time of the JM): | | | |
| Has a publication (share) | 0.35 | 0.35 | 0.34 |
| Has a publication in AA journal (share) | 0.02 | 0.03 | 0.01 |
| Has an R&R (share) | 0.14 | 0.14 | 0.13 |
| Has an R&R in AA journal (share) | 0.04 | 0.05 | 0.03 |
| PhD Supervisor: | | | |
| Supervisor name is missing (share) | 0.04 | 0.04 | 0.03 |
| Has a female supervisor (share) | 0.15 | 0.12 | 0.22 |

This table reports descriptive statistics for 1,034 job market candidates in 2018-2019 and 2019-2020 academic years from top-33 US economics departments (US news December 2018 ranking). The first column provides statistics for the full sample, while the second and third ones provide statistics for men and women separately.

Table A.2: Fields by share of women

| | Field | Women (share) | N obs | Male fields | Female fields |
|----|---------------------|---------------|-------|-------------|---------------|
| 1 | Game Theory | 0.15 | 41 | 1 | 0 |
| 2 | Micro theory | 0.15 | 80 | 1 | 0 |
| 3 | Monetary | 0.16 | 64 | 1 | 0 |
| 4 | Theory | 0.17 | 133 | 1 | 0 |
| 5 | Macro | 0.25 | 307 | 1 | 0 |
| 6 | Econ History | 0.25 | 40 | 1 | 0 |
| 7 | Polit. Econ | 0.26 | 77 | 1 | 0 |
| 8 | I.O. | 0.27 | 204 | 0 | 0 |
| 9 | Fin. Econ | 0.28 | 271 | 0 | 0 |
| 10 | Econometrics | 0.30 | 195 | 0 | 0 |
| 11 | Behavioral | 0.32 | 85 | 0 | 0 |
| 12 | Trade | 0.33 | 82 | 0 | 0 |
| 13 | Applied Econ | 0.33 | 365 | 0 | 0 |
| 14 | Micro | 0.34 | 262 | 0 | 0 |
| 15 | Environ. Econ | 0.37 | 60 | 0 | 0 |
| 16 | Public Econ | 0.38 | 216 | 0 | 0 |
| 17 | Labor | 0.38 | 305 | 0 | 1 |
| 18 | Applied Micro | 0.39 | 181 | 0 | 1 |
| 19 | Innovation | 0.39 | 41 | 0 | 1 |
| 20 | Urban/Regional Econ | 0.40 | 68 | 0 | 1 |
| 21 | Development | 0.40 | 166 | 0 | 1 |
| 22 | Education | 0.53 | 51 | 0 | 1 |
| 23 | Health | 0.55 | 108 | 0 | 1 |

This table reports share of women and the total number of candidates by field. Note that the same candidate usually states several fields. We do not differentiate between primary and secondary fields. The information on fields was automatically retrieved from candidates' CVs using regular expression search (script 02_parse_cv.pl). For roughly 5% of candidates with either missing CVs or absent field information in their CVs, we assigned fields manually based on the information on the internet (usually personal websites). We keep only those fields which have at least 20 candidates. We denote bottom 30th percentile of fields by share of women as male fields and upper 30th percentile as female fields. Sample: 1034 job market candidates in 2018-2019 and 2019-2020 academic years from top-33 US economics departments.

Table A.3: Regression results: placement outcomes by gender and field

| | Placement | | | | | | Placement rank | | | | | |
|--------------------------------------|-------------------------|-----------|----------------|----------|---------------------|---------|---|---------|-------------------------------------|---------|----------------------------|----------|
| | Assist. professor (1/0) | | Academia (1/0) | | Top-429 inst. (1/0) | | op-50 inst. (1/0) if Assist. professor | | op-50 inst. (1/0) if in academia | | nst. rank if in Top-429 | |
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) | (12) |
| β^m : male field | 0.149* | 0.139* | 0.105 | 0.085 | 0.082 | 0.064 | 0.010 | 0.001 | -0.029 | -0.036 | -6.374 | 2.478 |
| | (0.059) | (0.058) | (0.058) | (0.058) | (0.057) | (0.064) | (0.056) | (0.065) | (0.054) | (0.053) | (21.125) | (21.816) |
| μ : man | 0.010 | -0.014 | -0.012 | -0.023 | -0.102* | -0.099* | 0.013 | 0.019 | 0.009 | 0.020 | -15.270 | -4.500 |
| | (0.046) | (0.047) | (0.045) | (0.046) | (0.045) | (0.044) | (0.048) | (0.029) | (0.045) | (0.029) | (18.617) | (21.819) |
| δ^m : man \times male field | -0.108 | -0.110 | -0.030 | -0.030 | 0.072 | 0.067 | -0.016 | -0.052 | -0.005 | -0.036 | 12.783 | 16.130 |
| | (0.070) | (0.059) | (0.069) | (0.065) | (0.069) | (0.066) | (0.068) | (0.084) | (0.066) | (0.083) | (26.371) | (32.058) |
| published AA | | 0.188 | | 0.242* | | 0.138 | | 0.054 | | 0.018 | | -8.754 |
| | | (0.118) | | (0.090) | | (0.083) | | (0.116) | | (0.104) | | (34.979) |
| published A | | 0.191* | | 0.136 | | 0.095 | | -0.070 | | -0.041 | | 1.693 |
| | | (0.094) | | (0.078) | | (0.083) | | (0.044) | | (0.055) | | (26.905) |
| published B | | 0.063 | | 0.006 | | 0.184** | | 0.147 | | 0.162 | | 0.188 |
| | | (0.074) | | (0.077) | | (0.067) | | (0.115) | | (0.103) | | (21.429) |
| published other | | -0.003 | | 0.023 | | 0.014 | | -0.065 | | -0.048 | | 42.666** |
| | | (0.034) | | (0.043) | | (0.027) | | (0.034) | | (0.029) | | (12.284) |
| r & r AA | | 0.330*** | | 0.239*** | | 0.220** | | 0.188** | | 0.163* | | -12.695 |
| | | (0.062) | | (0.051) | | (0.071) | | (0.066) | | (0.065) | | (21.787) |
| r & r A | | 0.158* | | 0.111 | | 0.062 | | 0.129 | | 0.119 | | -6.241 |
| | | (0.076) | | (0.089) | | (0.106) | | (0.118) | | (0.100) | | (18.048) |
| r & r B | | 0.124 | | 0.206* | | 0.061 | | -0.015 | | -0.025 | | -41.909 |
| | | (0.132) | | (0.087) | | (0.125) | | (0.175) | | (0.135) | | (43.563) |
| r & r other | | 0.082 | | 0.062 | | 0.115* | | 0.103 | | 0.085 | | -0.739 |
| | | (0.063) | | (0.058) | | (0.051) | | (0.059) | | (0.058) | | (21.943) |
| female supervisor | | -0.075 | | -0.102* | | 0.026 | | -0.049 | | -0.041 | | 6.164 |
| | | (0.045) | | (0.049) | | (0.045) | | (0.055) | | (0.057) | | (18.489) |
| $\mu + \delta^m$ | -0.098* | -0.124*** | -0.042 | -0.053 | -0.030 | -0.031 | -0.003 | -0.033 | 0.005 | -0.017 | -2.486 | 11.630 |
| | 0.053 | 0.040 | 0.053 | 0.039 | 0.052 | 0.053 | 0.049 | 0.078 | 0.048 | 0.074 | 18.677 | 21.180 |
| N obs | 988 | 988 | 988 | 988 | 988 | 988 | 469 | 469 | 576 | 576 | 400 | 400 |
| N clusters | | 33 | | 33 | | 33 | | 33 | | 33 | | 33 |
| R^2 | 0.01 | 0.05 | 0.01 | 0.04 | 0.02 | 0.07 | 0.00 | 0.06 | 0.00 | 0.05 | 0.00 | 0.03 |
| Mean Y | 0.47 | 0.47 | 0.58 | 0.58 | 0.40 | 0.40 | 0.13 | 0.13 | 0.15 | 0.15 | 151.11 | 151.11 |
| institution fixed effects | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| year fixed effects | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |

This table reports regression results (Eq.1). Columns (1) to (6) estimate placement probabilities, while the other columns show placement quality, according to the REPEC Economic Institution ranking (as of April 2022), conditional on being placed: either whether the placement happened in the Top-50 institutions (Columns (7) to (10)) or the rank itself (Columns (11)-(12)). The results for placements as a tenure-track assistant professor are in Columns (1)-(2) and Columns (7)-(8). The results for placements in Academia are in Columns (3)-(4) and (9)-(10). Finally, the results for placements in top 429 economic research institutions are in Columns (5)-(6) and (11)-(12). Independent variables: *male field* is an indicator variable which equals 1 if the candidate's fields contain at least one male-dominated field, i.e., {game theory, microeconomic theory, monetary economics, macro, political economy}, and zero otherwise; *Man* is an indicator for male job market candidates. *AA* refers to the top-7 journals in economics, based on Combes and Linnemer (2010); *A* journals refer to the next journals up to top-30; and *B* journals include the remaining journals (up to top-60). Regressions presented in even columns contain PhD-granting institution and year fixed effects, and standard errors (in parentheses) are clustered at the PhD-granting institution level. Sample: 1010 job market candidates in 2018-2019 and 2019-2020 Academic years from top-33 US Economics Departments, with non-missing controls.

* p<0.05, ** p<0.01, *** p<0.001

Table A.4: Sample size by treatment group and employer's gender

| | Baseline | Gender Incentive | Field Incentive |
|---------------------|----------------------|------------------|-----------------|
| Listening questions | Men: 70 Women 68 | Men: 70 | Men: 67 |
| Content questions | Men: 71 Women: 70 | Men: 66 | Men: 69 |

Table A.5: Experiment: Descriptive statistics by the type of incentive

| | Male respondents | | | | | | | | | Female respondents | | |
|--|------------------|--------|------------------|--------|--------------------|-----------------|--------|--------------------|----------|--------------------|--------------------|--|
| | Baseline | | Gender incentive | | | Field incentive | | | Baseline | | | |
| | mean | sd | mean | sd | p-val [*] | mean | sd | p-val [*] | mean | sd | p-val [*] | |
| Randomized values: | | | | | | | | | | | | |
| Listening questions (1/0) | 0.50 | (0.50) | 0.51 | (0.50) | [0.76] | 0.49 | (0.50) | [0.95] | 0.49 | (0.50) | [0.95] | |
| Content questions (1/0) | 0.50 | (0.50) | 0.49 | (0.50) | [0.76] | 0.51 | (0.50) | [0.95] | 0.51 | (0.50) | [0.95] | |
| Male field: | | | | | | | | | | | | |
| Technology (1/0) | 0.51 | (0.50) | 0.46 | (0.50) | [0.43] | 0.50 | (0.50) | [0.86] | 0.50 | (0.50) | [0.86] | |
| Business (1/0) | 0.49 | (0.50) | 0.54 | (0.50) | [0.43] | 0.50 | (0.50) | [0.86] | 0.50 | (0.50) | [0.86] | |
| Female field: | | | | | | | | | | | | |
| Health (1/0) | 0.52 | (0.50) | 0.46 | (0.50) | [0.37] | 0.49 | (0.50) | [0.59] | 0.49 | (0.50) | [0.68] | |
| Environment (1/0) | 0.48 | (0.50) | 0.54 | (0.50) | [0.37] | 0.51 | (0.50) | [0.59] | 0.51 | (0.50) | [0.68] | |
| Video displayed (1 to 3) | 1.71 | (0.77) | 1.74 | (0.76) | [0.78] | 1.55 | (0.70) | [0.07] | 1.70 | (0.76) | [0.94] | |
| Personal info: | | | | | | | | | | | | |
| Age (years) | 39.78 | (9.64) | 40.37 | (9.78) | [0.62] | 40.01 | (9.06) | [0.84] | 42.21 | (10.25) | [0.04] | |
| Major related to: | | | | | | | | | | | | |
| STEM (1/0) | 0.43 | (0.50) | 0.40 | (0.49) | [0.63] | 0.40 | (0.49) | [0.72] | 0.21 | (0.41) | [0.00] | |
| excluding Medicine | 0.37 | (0.48) | 0.38 | (0.49) | [0.92] | 0.35 | (0.48) | [0.78] | 0.17 | (0.38) | [0.00] | |
| Business (1/0) | 0.21 | (0.41) | 0.26 | (0.44) | [0.38] | 0.24 | (0.43) | [0.65] | 0.17 | (0.37) | [0.33] | |
| Health (1/0) | 0.14 | (0.35) | 0.07 | (0.26) | [0.07] | 0.07 | (0.25) | [0.04] | 0.17 | (0.38) | [0.46] | |
| Environment (1/0) | 0.08 | (0.27) | 0.02 | (0.15) | [0.03] | 0.07 | (0.26) | [0.89] | 0.05 | (0.22) | [0.35] | |
| Work experience >5 years (1/0) | 0.79 | (0.41) | 0.82 | (0.39) | [0.55] | 0.86 | (0.35) | [0.11] | 0.77 | (0.42) | [0.70] | |
| Occupation: | | | | | | | | | | | | |
| Business or Finance (1/0) | 0.09 | (0.28) | 0.21 | (0.41) | [0.00] | 0.18 | (0.39) | [0.02] | 0.10 | (0.30) | [0.64] | |
| ICT, Math, Engineering, Architecture (1/0) | 0.06 | (0.23) | 0.05 | (0.22) | [0.85] | 0.04 | (0.19) | [0.43] | 0.00 | (0.00) | [0.00] | |
| Education (1/0) | 0.11 | (0.31) | 0.09 | (0.28) | [0.61] | 0.11 | (0.31) | [0.92] | 0.11 | (0.31) | [0.95] | |
| Sales (1/0) | 0.07 | (0.26) | 0.05 | (0.22) | [0.50] | 0.06 | (0.24) | [0.68] | 0.08 | (0.27) | [0.78] | |
| Management (1/0) | 0.06 | (0.25) | 0.04 | (0.21) | [0.47] | 0.08 | (0.27) | [0.59] | 0.05 | (0.22) | [0.64] | |
| Healthcare (1/0) | 0.09 | (0.28) | 0.09 | (0.28) | [0.93] | 0.08 | (0.27) | [0.90] | 0.12 | (0.32) | [0.39] | |
| Topics of interest: | | | | | | | | | | | | |
| Arts (1/0) | 0.35 | (0.48) | 0.35 | (0.48) | [0.98] | 0.36 | (0.48) | [0.92] | 0.45 | (0.50) | [0.11] | |
| Business and Finance (1/0) | 0.48 | (0.50) | 0.44 | (0.50) | [0.57] | 0.51 | (0.50) | [0.51] | 0.29 | (0.46) | [0.00] | |
| Education (1/0) | 0.23 | (0.42) | 0.21 | (0.41) | [0.67] | 0.29 | (0.46) | [0.20] | 0.33 | (0.47) | [0.05] | |
| Environment (1/0) | 0.43 | (0.50) | 0.40 | (0.49) | [0.64] | 0.42 | (0.50) | [0.82] | 0.53 | (0.50) | [0.11] | |
| Health (1/0) | 0.47 | (0.50) | 0.41 | (0.49) | [0.35] | 0.49 | (0.50) | [0.78] | 0.64 | (0.48) | [0.00] | |
| International relations (1/0) | 0.17 | (0.38) | 0.13 | (0.34) | [0.38] | 0.21 | (0.41) | [0.37] | 0.18 | (0.39) | [0.81] | |
| Lifestyle (1/0) | 0.29 | (0.46) | 0.27 | (0.45) | [0.73] | 0.25 | (0.43) | [0.45] | 0.56 | (0.50) | [0.00] | |
| Literature (1/0) | 0.24 | (0.43) | 0.23 | (0.42) | [0.80] | 0.24 | (0.43) | [0.98] | 0.43 | (0.50) | [0.00] | |
| Politics (1/0) | 0.43 | (0.50) | 0.40 | (0.49) | [0.64] | 0.43 | (0.50) | [0.98] | 0.33 | (0.47) | [0.09] | |
| Science and Technology (1/0) | 0.77 | (0.42) | 0.75 | (0.43) | [0.76] | 0.72 | (0.45) | [0.39] | 0.56 | (0.50) | [0.00] | |
| Sports | 0.52 | (0.50) | 0.46 | (0.50) | [0.30] | 0.58 | (0.50) | [0.29] | 0.20 | (0.40) | [0.00] | |
| | N = 141 | | N = 136 | | | N = 136 | | | N = 138 | | | |

* All p-values are for a two-sample t-test comparing mean values with the baseline Male group.

Table A.6: Experiment: Descriptive statistics by question treatment

| | Male respondents | | | | | Female respondents | | | | |
|--|------------------|---------|---------|--------|--------|--------------------|---------|---------|---------|--------|
| | Listening | | Content | | p-val* | Listening | | Content | | p-val* |
| | mean | sd | mean | sd | | mean | sd | mean | sd | |
| Randomized values: | | | | | | | | | | |
| Male field: | | | | | | | | | | |
| Technology (1/0) | 0.54 | (0.50) | 0.48 | (0.50) | [0.45] | 0.50 | (0.50) | 0.50 | (0.50) | [1.00] |
| Business (1/0) | 0.46 | (0.50) | 0.52 | (0.50) | [0.45] | 0.50 | (0.50) | 0.50 | (0.50) | [1.00] |
| Female field: | | | | | | | | | | |
| Health (1/0) | 0.53 | (0.50) | 0.51 | (0.50) | [0.80] | 0.53 | (0.50) | 0.46 | (0.50) | [0.40] |
| Environment (1/0) | 0.47 | (0.50) | 0.49 | (0.50) | [0.80] | 0.47 | (0.50) | 0.54 | (0.50) | [0.40] |
| Video displayed (1 to 3) | 1.73 | (0.78) | 1.69 | (0.77) | [0.77] | 1.78 | (0.77) | 1.63 | (0.75) | [0.24] |
| Personal info: | | | | | | | | | | |
| Age (years) | 40.26 | (10.37) | 39.31 | (8.91) | [0.56] | 44.07 | (10.20) | 40.40 | (10.04) | [0.03] |
| Major related to: | | | | | | | | | | |
| STEM (1/0) | 0.41 | (0.50) | 0.44 | (0.50) | [0.79] | 0.16 | (0.37) | 0.26 | (0.44) | [0.17] |
| excluding Medicine | 0.37 | (0.49) | 0.37 | (0.49) | [0.95] | 0.15 | (0.36) | 0.20 | (0.40) | [0.41] |
| Business (1/0) | 0.23 | (0.42) | 0.20 | (0.40) | [0.65] | 0.15 | (0.36) | 0.19 | (0.39) | [0.55] |
| Health (1/0) | 0.17 | (0.38) | 0.11 | (0.32) | [0.32] | 0.15 | (0.36) | 0.20 | (0.40) | [0.41] |
| Environment (1/0) | 0.07 | (0.26) | 0.08 | (0.28) | [0.77] | 0.04 | (0.21) | 0.06 | (0.23) | [0.73] |
| Work experience >5 years (1/0) | 0.77 | (0.42) | 0.80 | (0.40) | [0.65] | 0.75 | (0.44) | 0.79 | (0.41) | [0.62] |
| Occupation: | | | | | | | | | | |
| Business or Finance (1/0) | 0.11 | (0.32) | 0.06 | (0.23) | [0.22] | 0.09 | (0.29) | 0.11 | (0.32) | [0.61] |
| ICT, Math, Engineering, Architecture (1/0) | 0.09 | (0.28) | 0.03 | (0.17) | [0.14] | 0.00 | (0.00) | 0.00 | (0.00) | [NaN] |
| Education (1/0) | 0.07 | (0.26) | 0.14 | (0.35) | [0.18] | 0.13 | (0.34) | 0.09 | (0.28) | [0.38] |
| Sales (1/0) | 0.06 | (0.23) | 0.08 | (0.28) | [0.53] | 0.07 | (0.26) | 0.09 | (0.28) | [0.79] |
| Management (1/0) | 0.09 | (0.28) | 0.04 | (0.20) | [0.30] | 0.03 | (0.17) | 0.07 | (0.26) | [0.26] |
| Healthcare (1/0) | 0.10 | (0.30) | 0.07 | (0.26) | [0.53] | 0.09 | (0.29) | 0.14 | (0.35) | [0.32] |
| Topics of interest: | | | | | | | | | | |
| Arts (1/0) | 0.31 | (0.47) | 0.39 | (0.49) | [0.32] | 0.51 | (0.50) | 0.39 | (0.49) | [0.13] |
| Business and Finance (1/0) | 0.50 | (0.50) | 0.45 | (0.50) | [0.56] | 0.26 | (0.44) | 0.31 | (0.47) | [0.52] |
| Education (1/0) | 0.21 | (0.41) | 0.24 | (0.43) | [0.72] | 0.37 | (0.49) | 0.30 | (0.46) | [0.40] |
| Environment (1/0) | 0.40 | (0.49) | 0.46 | (0.50) | [0.44] | 0.53 | (0.50) | 0.53 | (0.50) | [0.99] |
| Health (1/0) | 0.50 | (0.50) | 0.44 | (0.50) | [0.45] | 0.62 | (0.49) | 0.67 | (0.47) | [0.51] |
| International relations (1/0) | 0.14 | (0.35) | 0.20 | (0.40) | [0.39] | 0.21 | (0.41) | 0.16 | (0.37) | [0.46] |
| Lifestyle (1/0) | 0.23 | (0.42) | 0.35 | (0.48) | [0.11] | 0.51 | (0.50) | 0.60 | (0.49) | [0.32] |
| Literature (1/0) | 0.26 | (0.44) | 0.23 | (0.42) | [0.66] | 0.49 | (0.50) | 0.39 | (0.49) | [0.24] |
| Politics (1/0) | 0.43 | (0.50) | 0.44 | (0.50) | [0.92] | 0.35 | (0.48) | 0.31 | (0.47) | [0.63] |
| Science and Technology (1/0) | 0.76 | (0.43) | 0.77 | (0.42) | [0.81] | 0.50 | (0.50) | 0.61 | (0.49) | [0.18] |
| Sports | 0.47 | (0.50) | 0.56 | (0.50) | [0.28] | 0.26 | (0.44) | 0.14 | (0.35) | [0.08] |
| | N = 70 | | N = 71 | | | N = 68 | | N = 70 | | |

* The p-value is for a two-sample t-test comparing mean value for the content-question group to the mean value of the listening-questions group).

Table A.7: Experiment: Outcomes and performance by the incentive type

| | Male respondents | | | | | | | | | Female respondents | | |
|-------------------------------------|------------------|---------|------------------|---------|--------------------|-----------------|---------|--------------------|----------|--------------------|--------------------|--|
| | Baseline | | Gender incentive | | | Field incentive | | | Baseline | | | |
| | mean | sd | mean | sd | p-val [*] | mean | sd | p-val [*] | mean | sd | p-val [*] | |
| Rank 1 choice: | | | | | | | | | | | | |
| Field: | | | | | | | | | | | | |
| Technology (1/0) | 0.33 | (0.47) | 0.15 | (0.36) | [0.00] | 0.19 | (0.39) | [0.01] | 0.18 | (0.39) | [0.00] | |
| Business (1/0) | 0.24 | (0.43) | 0.21 | (0.41) | [0.48] | 0.14 | (0.35) | [0.03] | 0.17 | (0.37) | [0.12] | |
| Health (1/0) | 0.21 | (0.41) | 0.28 | (0.45) | [0.20] | 0.34 | (0.47) | [0.02] | 0.31 | (0.46) | [0.06] | |
| Environment (1/0) | 0.21 | (0.41) | 0.36 | (0.48) | [0.01] | 0.33 | (0.47) | [0.03] | 0.34 | (0.48) | [0.02] | |
| Female field (1/0) | 0.43 | (0.50) | 0.64 | (0.48) | [0.00] | 0.67 | (0.47) | [0.00] | 0.65 | (0.48) | [0.00] | |
| Female presenter (1/0) | 0.46 | (0.50) | 0.75 | (0.43) | [0.00] | 0.55 | (0.50) | [0.13] | 0.59 | (0.49) | [0.04] | |
| Performance: | | | | | | | | | | | | |
| Attention questions score (0 to 12) | 8.66 | (3.50) | 8.87 | (3.05) | [0.60] | 9.07 | (3.09) | [0.31] | 9.63 | (2.98) | [0.01] | |
| Displayed video rating (0 to 5) | 3.82 | (0.61) | 3.76 | (0.67) | [0.40] | 3.71 | (0.59) | [0.13] | 3.80 | (0.61) | [0.73] | |
| Total pay (0 to 18) | 12.55 | (3.40) | 13.39 | (3.17) | [0.03] | 13.46 | (3.09) | [0.02] | 13.44 | (2.92) | [0.02] | |
| Time spent (minutes) | 19.86 | (11.90) | 19.82 | (11.15) | [0.98] | 19.49 | (11.98) | [0.80] | 16.83 | (9.28) | [0.02] | |
| | N = 141 | | | N = 136 | | | N = 136 | | | N = 138 | | |

^{*} All p-values are for a two-sample t-test comparing mean values with the baseline Male group.

Table A.8: Experiment: Outcomes and performance by the question type

| | Male respondents | | | | | Female respondents | | | | |
|-------------------------------------|------------------|---------|---------|---------|--------------------|--------------------|--------|---------|---------|--------------------|
| | Listening | | Content | | p-val [*] | Listening | | Content | | p-val [*] |
| | mean | sd | mean | sd | | mean | sd | mean | sd | |
| Rank 1 choice: | | | | | | | | | | |
| Field: | | | | | | | | | | |
| Technology (1/0) | 0.37 | (0.49) | 0.30 | (0.46) | [0.34] | 0.19 | (0.40) | 0.17 | (0.38) | [0.77] |
| Business (1/0) | 0.17 | (0.38) | 0.31 | (0.47) | [0.05] | 0.10 | (0.31) | 0.23 | (0.42) | [0.05] |
| Health (1/0) | 0.21 | (0.41) | 0.21 | (0.41) | [0.97] | 0.37 | (0.49) | 0.26 | (0.44) | [0.16] |
| Environment (1/0) | 0.24 | (0.43) | 0.18 | (0.39) | [0.39] | 0.34 | (0.48) | 0.34 | (0.48) | [0.95] |
| Female field (1/0) | 0.46 | (0.50) | 0.39 | (0.49) | [0.45] | 0.71 | (0.46) | 0.60 | (0.49) | [0.19] |
| Female presenter (1/0) | 0.44 | (0.50) | 0.48 | (0.50) | [0.67] | 0.57 | (0.50) | 0.60 | (0.49) | [0.75] |
| Performance: | | | | | | | | | | |
| Attention questions score (0 to 12) | 8.61 | (3.82) | 8.70 | (3.17) | [0.88] | 9.35 | (3.13) | 9.90 | (2.81) | [0.28] |
| Displayed video rating (0 to 5) | 3.79 | (0.66) | 3.85 | (0.56) | [0.57] | 3.87 | (0.58) | 3.73 | (0.64) | [0.18] |
| Total pay (0 to 18) | 12.51 | (3.66) | 12.58 | (3.16) | [0.89] | 13.25 | (3.04) | 13.63 | (2.81) | [0.45] |
| Time spent (minutes) | 20.70 | (13.40) | 19.04 | (10.24) | [0.41] | 16.36 | (5.65) | 17.28 | (11.82) | [0.56] |
| | N = 70 | | N = 71 | | | N = 68 | | N = 70 | | |

^{*} The p-value is for a two-sample t-test comparing mean value for the content-questions group to the mean value of the listening-questions group.

Table A.9: Experiment: Occupational structure among the survey respondents versus among the college-educated labor force in the U.S.

| Occupation | Share in the survey | Share in the economy | Diff. |
|--|------------------------|-------------------------|--------|
| Architecture and engineering occupations | 0.029 | 0.031 | -0.002 |
| Arts, design, entertainment, sports, and media occupations | 0.047 | 0.034 | 0.012 |
| Building and grounds cleaning and maintenance occupations | 0.004 | 0.008 | -0.004 |
| Business and financial operations occupations | 0.093 | 0.128 | -0.035 |
| Community and social service occupations | 0.011 | 0.037 | -0.027 |
| Computer and mathematical occupations | 0.140 | 0.065 | 0.075 |
| Construction and extraction occupations | 0.014 | 0.009 | 0.005 |
| Educational instruction and library occupations | 0.108 | 0.126 | -0.018 |
| Farming, fishing, and forestry occupations | 0.014 | 0.002 | 0.013 |
| Food preparation and serving related occupations | 0.025 | 0.029 | -0.004 |
| Healthcare practitioners and technical occupations | 0.054 | 0.100 | -0.046 |
| Healthcare support occupations | 0.047 | 0.018 | 0.029 |
| Installation, maintenance, and repair occupations | 0.007 | 0.010 | -0.002 |
| Legal occupations | 0.018 | 0.019 | -0.001 |
| Life, physical, and social science occupations | 0.047 | 0.020 | 0.026 |
| Management occupations | 0.057 | 0.118 | -0.061 |
| Office and administrative support occupations | 0.036 | 0.088 | -0.052 |
| Personal care and service occupations | 0.004 | 0.018 | -0.015 |
| Production occupations | 0.014 | 0.015 | -0.001 |
| Protective service occupations | 0.007 | 0.018 | -0.011 |
| Sales and related occupations | 0.075 | 0.081 | -0.005 |
| Transportation and material moving occupations | 0.025 | 0.026 | -0.001 |
| Other | 0.111 | 0.000 | 0.111 |
| Prefer not to say | 0.014 | 0.000 | 0.014 |

Note: 'Share in the economy' is the share of the occupation in the U.S. labor force who has a Bachelor's, Master's, or Doctoral/Professional degree, based on authors' own calculations using the U.S. Bureau of Labor Statistics data.

Table A.10: Experiment: Share of female fields and female presenters by employer's gender

| | Outcome: | Employer's gender: | | Difference |
|--------|--|--------------------|---------|-------------|
| | | Men | Women | Men - Women |
| | Share of female fields S_{FField} | 0.426 | 0.652 | -0.226 |
| | st. error | (0.042) | (0.041) | (0.058) |
| Hyp 1b | P-value (S_{FField} for men < 0.50) | 0.038 | | |
| Hyp 1b | P-value (S_{FField} for women > 0.50) | | 0.000 | |
| Hyp 1b | P-value (S_{FField} for men < for women) | | | 0.000 |
| | Share of female presenters $S_{FPresenter}$ | 0.461 | 0.587 | -0.126 |
| | st. error | (0.042) | (0.042) | (0.059) |
| Hyp 1a | P-value ($S_{FPresenter}$ for men < 0.50) | 0.178 | | |
| Hyp 1a | P-value ($S_{FPresenter}$ for women > 0.50) | | 0.020 | |
| Hyp 1a | P-value ($S_{FPresenter}$ for men < for women) | | | 0.018 |

Notes: See the list of hypotheses on page 18.

Table A.11: Experiment: Treatment effects

| Outcome: | | Employer's gender: | |
|------------------------------------|--|--------------------|-------------------|
| | | Men | Women |
| BY QUESTION TYPE: | | | |
| Share of female fields: | Content questions | 0.394 | 0.600 |
| | Listening questions | 0.457 | 0.706 |
| | Difference Content - Listening st.error | -0.063 (0.084) | -0.106 (0.081) |
| Hyp 1c | P-value (Diff. Content - Listening for men < 0) | 0.227 | |
| Hyp 1c | P-value (Diff. Content - Listening for women > 0) | | 0.903 |
| Share of female presenters: | Content questions | 0.479 | 0.600 |
| | Listening questions | 0.443 | 0.574 |
| | Difference Content - Listening st.error | 0.036 (0.085) | 0.026 (0.084) |
| Hyp 1c | P-value (Diff. Content - Listening for men < 0) | 0.665 | |
| Hyp 1c | P-value (Diff. Content - Listening for women > 0) | | 0.377 |
| BY INCENTIVE: | | | |
| Share of female fields: | Baseline | 0.426 | |
| | Gender incentive | 0.640 | |
| | Field incentive | 0.669 | |
| Hyp 2b | Difference Gender incentive - baseline st.error | 0.214 (0.059) | |
| | P-value (Diff. Gender incentive - baseline > 0) | 0.000 | |
| | Difference Field incentive - baseline st.error | 0.243 (0.058) | |
| Hyp 2b | P-value (Diff. Field incentive - baseline ≠ 0) | 0.000 | |
| Share of female presenters: | Baseline | 0.461 | |
| | Gender incentive | 0.750 | |
| | Field incentive | 0.551 | |
| Hyp 2a | Difference Gender incentive - baseline st.error | 0.289 (0.056) | |
| | P-value (Diff. Gender incentive - baseline > 0) | 0.000 | |
| | Difference Field incentive - baseline st.error | 0.090 (0.060) | |
| Hyp 2a | P-value (Diff. Field incentive - baseline ≠ 0) | 0.067 | |

Notes: See the list of hypotheses on page 18

Figure A.1: Journal rankings

Table 4: Top 60 journals for the *JCR* index

| | Journal | Rank | Score | | Journal | Rank | Score |
|----|---|------|-------|--|----------------------------------|-------|-------|
| AA | <i>econometrica</i> | 1 | 2.75 | B | <i>demography</i> | 31 | 40 |
| | quarterly j. of economics | 2 | 3 | | j. of fin. and quanti. analysis | 32 | 40.75 |
| | j. of political economy | 3 | 3.75 | | j. of consumer research | 33 | 41.75 |
| | j. of finance | 4 | 5 | | j. of health economics | 34 | 45.25 |
| | american economic review | 5 | 6 | | j. of economic growth | 35 | 45.5 |
| | j. of financial economics | 6 | 7.75 | | j. of law and economics | 36 | 45.5 |
| | review of economic studies | 7 | 7.75 | | j. of human resources | 37 | 45.75 |
| | <i>j. of the american statistical asso.</i> | 8 | 8.75 | | j. of money, credit, and banking | 38 | 47.75 |
| A | J. OF ECONOMIC LITERATURE | 9 | 12 | accounting review | 39 | 52.5 | |
| | review of financial studies | 10 | 13 | j. of industrial economics | 40 | 54.75 | |
| | american political science review | 11 | 13 | yale law journal | 41 | 55.5 | |
| | j. of economic theory | 12 | 14.25 | econometric theory | 42 | 55.75 | |
| | j. of monetary economics | 13 | 15 | j. of law, eco., and orga. | 43 | 57 | |
| | J. OF ECONOMIC PERSPECTIVES | 14 | 15.5 | j. of urban economics | 44 | 57.25 | |
| | r. of economics and statistics | 15 | 16.25 | <i>j. of the royal statistical society: series a</i> | 45 | 57.5 | |
| | j. of econometrics | 16 | 17.75 | j. of development economics | 46 | 58.5 | |
| | rand j. of economics | 17 | 19.5 | j. of applied econometrics | 47 | 60 | |
| | economic journal | 18 | 20 | review of economic dynamics | 48 | 60.5 | |
| | international economic review | 19 | 22.75 | mathematical finance | 49 | 62.25 | |
| | j. of business and eco. statistics | 20 | 23.75 | population and dev. review | 50 | 62.25 | |
| | j. of labor economics | 21 | 24 | marketing science | 51 | 63 | |
| | international orga. | 22 | 26 | j. of risk and uncertainty | 52 | 63.75 | |
| | j. of accounting and economics | 23 | 26.75 | finance and stochastics | 53 | 64 | |
| | j. of inter. economics | 24 | 27.5 | j. of eco. dyna. and control | 54 | 68 | |
| | j. of public economics | 25 | 29.5 | industrial and labor relations review | 55 | 68 | |
| | BROOKINGS P. ON ECO. ACTIVITY | 26 | 31.75 | WORLD BANK ECONOMIC REVIEW | 56 | 70 | |
| | europaean economic review | 27 | 32.25 | j. of env. eco. and manag. | 57 | 70.75 | |
| | games and economic behavior | 28 | 33 | j. of eco. and manag. strategy | 58 | 70.75 | |
| | j. of business* | 29 | 35.75 | j. of eco. behavior and orga. | 59 | 71.75 | |
| | j. of accounting research | 30 | 39 | world development | 60 | 72 | |

Journals in **bold** are in the economics category of *JCR*. Survey/commissioning journals are in SMALL CAPS. Other *JCR* journals are in *italic*. *J. of Business* is marked with an * because it stopped being published in 2006.

Figure A.2: Placement rank by gender (for those placed in top-429 Economic research institutions).

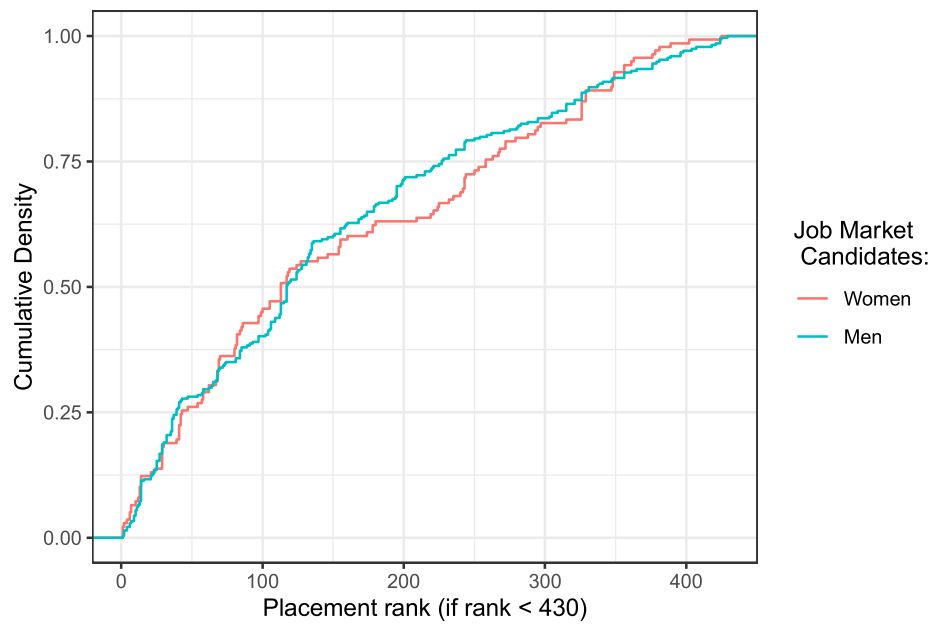


Figure A.3: Publications and R&Rs by gender and journal category

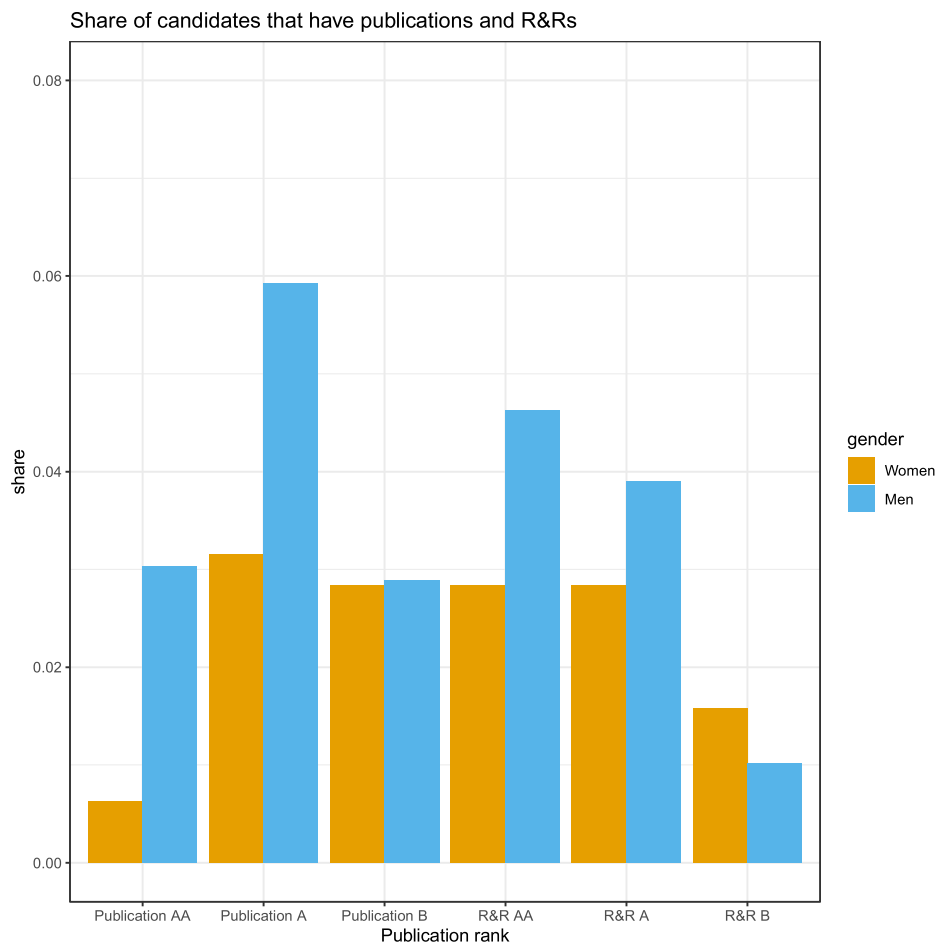
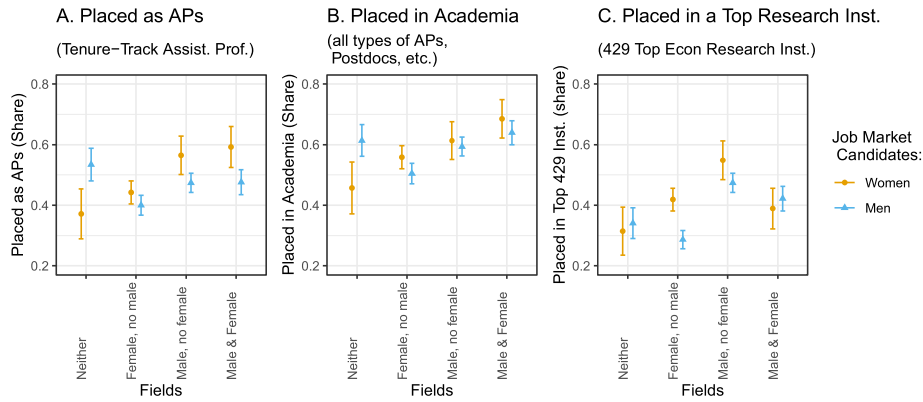
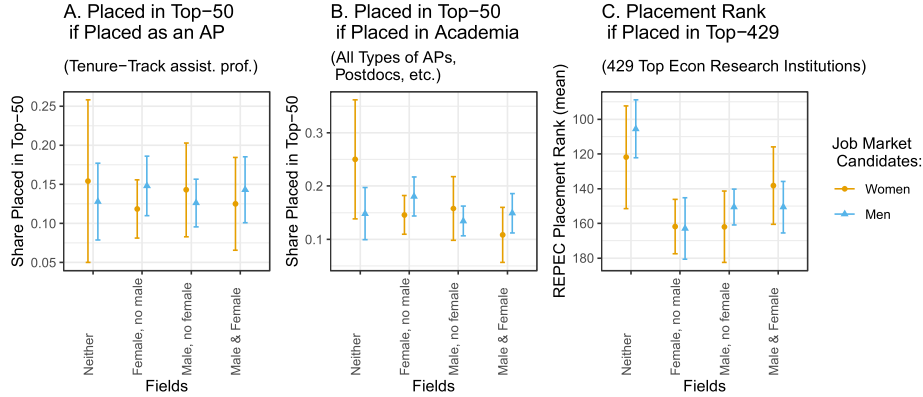


Figure A.4: Placement outcomes by the type of field specialization (Male or Female) and the candidates' gender



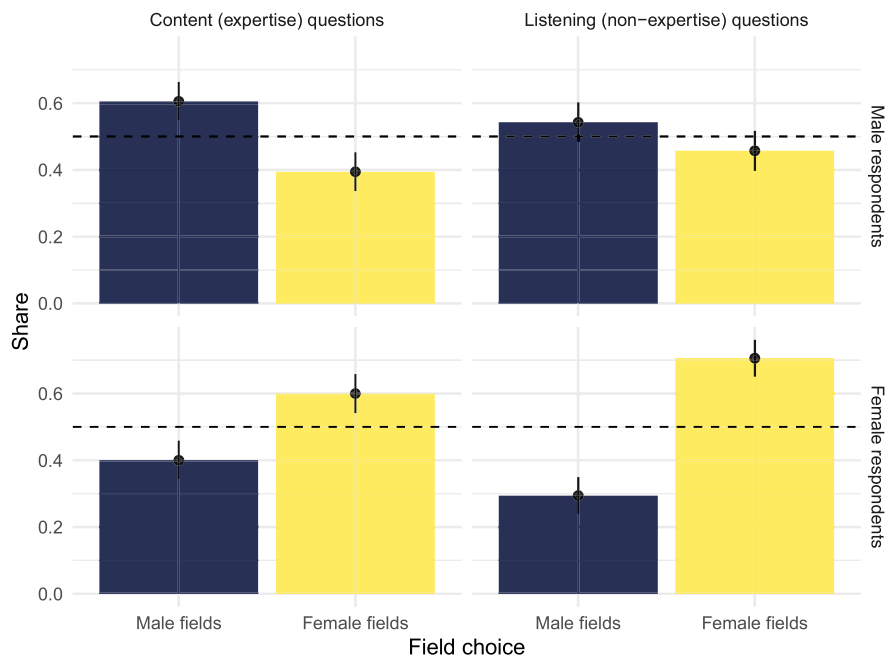
(a) Placement probability (mean \pm 1 std. err.)



(b) Placement rank (mean \pm 1 std. err.)

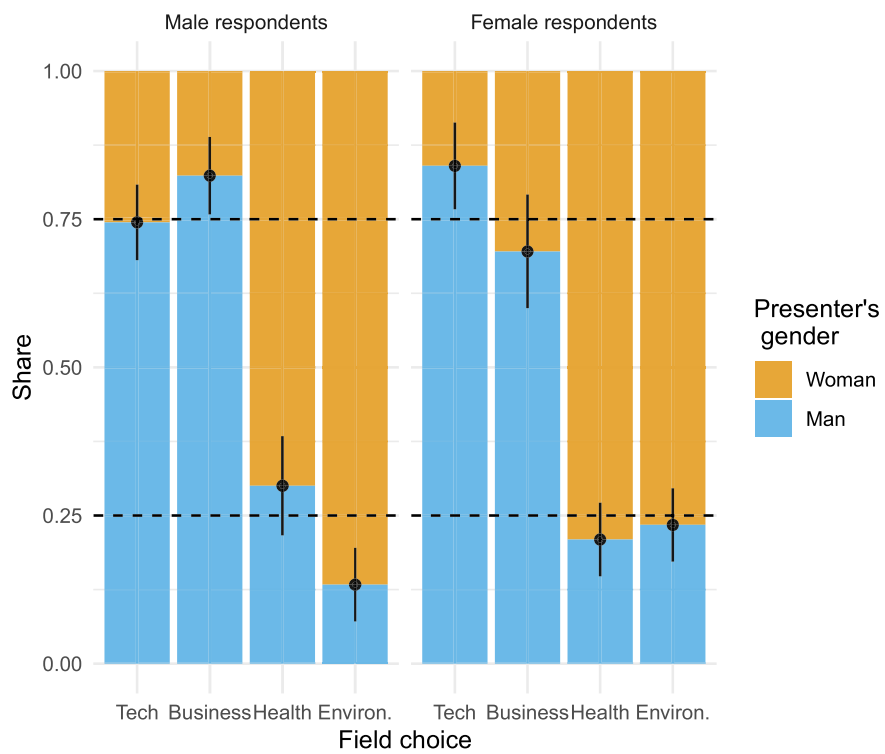
Note: “Placed in Academia” includes both tenure and non-tenure track assistant professorship, as well as visiting, adjunct, and teaching assistant professorship, postdoctoral and other research positions

Figure A.5: Experiment: Field Choices by Treatment



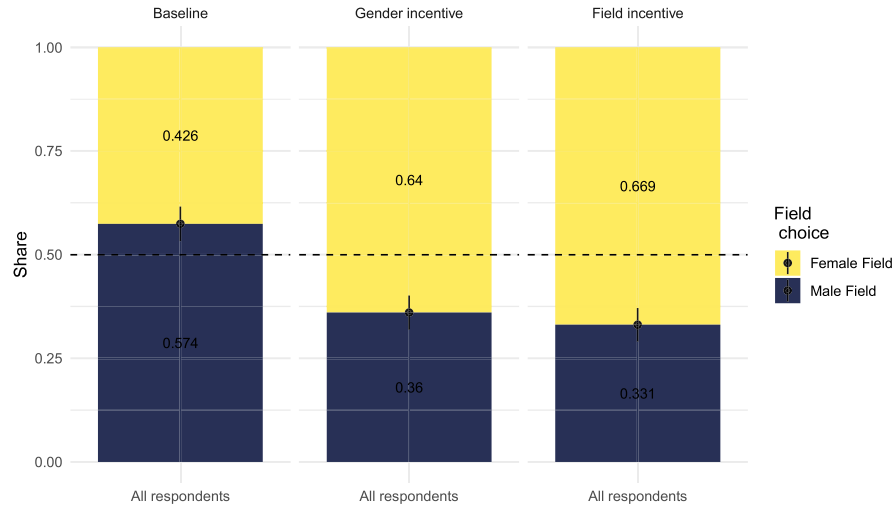
Note: “Content” questions are questions related to the content of the TED talk, and prior expertise in the subject may help answering those correctly. “Listening” questions are of the type “Was this sentence said?”, and prior expertise in the subject would not help much. Sample sizes: 132 male respondents (65 in listening questions group and 67 on content questions group), 126 female respondents (62 in listening questions group and 64 on content questions group).

Figure A.6: Experiment: Gender Choices by Field: Male and Female Respondents



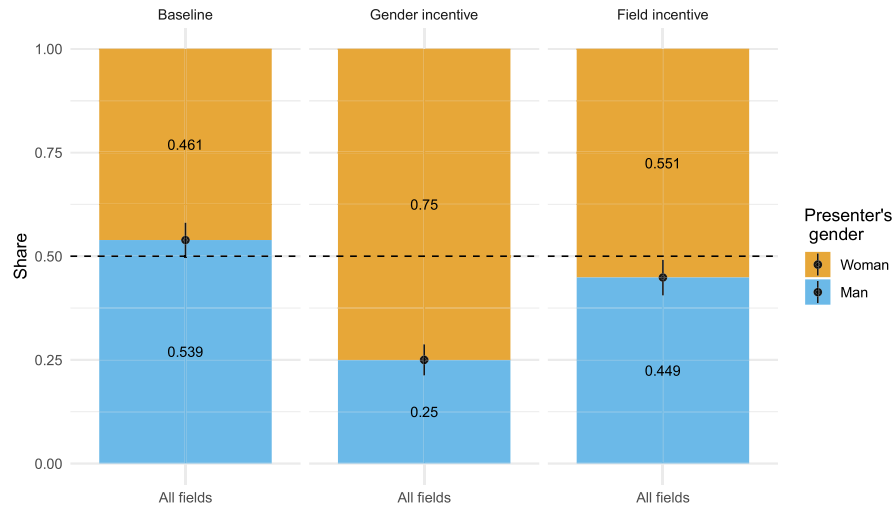
Note: The dashed line at 75% shows the expected share of men in male fields: and the dashed line at 25%, the expected share of men in female fields, if presentations are chosen at random. Sample sizes: 132 male respondents, 126 female respondents.

Figure A.7: Experiment: The Share of Female Fields by Incentive



Note: The dashed line at 50% shows the expected share of male fields, if fields are chosen at random. Sample sizes: 132 respondents in the baseline group, 117 in the gender incentive group, and 126 in the field incentive group. Male respondents only.

Figure A.8: Experiment: The Share of Women by Incentive



Note: The dashed line at 50% shows the expected share of male presenters, if presentations are chosen at random. Sample sizes: 132 respondents in the baseline group, 117 in the gender incentive group, and 126 in the field incentive group. Male respondents only.

B Online: Pre-registered Pre-Analysis Plan

Gender Diversity or Diversity of Ideas?

Michèle Belot (Cornell University)
Madina Kurmangaliyeva (Université Libre de Bruxelles)
Johanna Reuter (Johannes Kepler Universität)

Pre-analysis plan

Note: The study will include two stages: A pre-experimental stage (Stage 1) where we will collect data that we will use in the main experiment, and the main experiment (Stage 2). The first stage will be launched on April 27th 2023. The main experiment (Stage 2) will be launched in July 2023.

The first pre-registration of the analysis plan has been done on April 25th 2023, before launching Stage 1. At that date, the pre-analysis plan for the second stage was not finalized yet. We will therefore update the pre-analysis plan before launching Stage 2. Note that the analysis does not depend in any way on the outcome of Stage 1.

1. Introduction

The goal of this project is to evaluate the impact of institutions promoting diversity in a controlled environment. The motivation for the study stems from concerns about diversity in academia, and specifically gender diversity, that appears particularly difficult to achieve. We want to explore whether institutions promoting gender diversity may or may not promote diversity of ideas in a world where there are gender differences in taste and expertise for certain fields, leading to some fields being more appealing to men and others to women.

If there is an incentive to hire women, preference may be given to women, but possibly mostly those in male fields. As a consequence, institutions promoting gender diversity may achieve more gender diversity but not necessarily more diversity of ideas. We propose a novel experimental design to study what ideas people choose to get exposed to and that will help us evaluate how institutions that promote gender diversity or diversity of fields may affect gender and idea diversity.

Specifically, we propose an experimental set up in which an individual, which we call “employer”, has to choose one presentation to watch from a set of presentations. This presentation can be either presented by a man or a woman and can either be in a female or a male field. We provide an incentive to choose a presentation of better quality, and also provide incentives to pay attention to the presentation itself.

The goal is to mimic hiring decisions in professional contexts, and academia in particular, where hiring someone has implications for exposure to their ideas.

2. Experimental design

The Experimental Protocol has been approved by the IRB at Cornell University in March 2023 (protocol number [IRB0147269](#)). The experiment is planned to be conducted on-line in summer 2023.

Stage 1:

In Stage 1 Cornell students -who report having expertise in the topics of interest - are asked to watch 4 Ted Talks in a specific field and are asked to rate these 4 talks on the following three dimensions on a scale from 1 to 10, where 10 represents the maximum rating:

- On a scale of 1-10 (1 being the lowest and 10 the highest), how informative is the talk?
- On a scale of 1-10 (1 being the lowest and 10 the highest), does the presenter make the talk interesting and easy to follow?
- On a scale of 1-10 (1 being the lowest and 10 the highest), is the talk convincing?

Each Ted Talk is rated by 2 students on these 3 dimensions, and we will calculate **an average rating of each talk on all three dimensions over two students**. We then round this to the nearest integer, in order to again obtain an overall rating on a scale from 1 to 10. This overall will determine the payment of employers in Stage 2.

Note that in the paper we will present correlations between our measure based on student ratings with three other measures obtained directly from the Ted Talks: Likes per year available (number of likes divided by number of years available), views per year available (number of views divided by number of years available), likes per views (number of likes divided by the number of views). These correlations will be presented in the paper. The alternative measures play no other role in the study.

If the correlations are weak, this has limited consequences for our study, as long as the participants in Stage 2 believe that these ratings are informative about quality.

Stage 2:

Participants, which we also call employers, will be asked to rank Ted Talks, that can be under the broad umbrella of one of four categories (“Tech”, “Health”, “Business” or “Environment”) and are either presented by a woman or a man. In each treatment, they will be asked to choose three presentations (and rank them by order of preference) among eight presentations. The choice sets will always have the same structure:

* 4 presentations in a male field (Tech or Business); 3 by male presenters, 1 by a female presenter

* 4 presentations in a female field (Health or Environment, 1 by a male presenter, 3 by female presenters

The order of presentations within any choice set is completely random.

We have created 8 groups of four presentations per field, which we refer to as Health1, Health2, Tech1, Tech2, Business1, Business2, Env1, Env2. Each presentation appears uniquely in one of the 8 groups.

B ONLINE: PRE-REGISTERED PRE-ANALYSIS PLAN

We have 16 choice sets in total: each choice set will consist of 2 groups chosen at random (one in a male field and one in a female field) as in indicated in Table 1. One of 16 choice sets will be chosen at random.

Table 1. Choice sets

| CHOICE SETS | Female field set | Male field set |
|-------------|------------------|----------------|
| 1 | Health1 | Tech1 |
| 2 | Health1 | Tech2 |
| 3 | Health1 | Business1 |
| 4 | Health1 | Business2 |
| 5 | Health2 | Tech1 |
| 6 | Health2 | Tech2 |
| 7 | Health2 | Business1 |
| 8 | Health2 | Business2 |
| 9 | Environment1 | Tech1 |
| 10 | Environment1 | Tech2 |
| 11 | Environment1 | Business1 |
| 12 | Environment1 | Business2 |
| 13 | Environment2 | Tech1 |
| 14 | Environment2 | Tech2 |
| 15 | Environment2 | Business1 |
| 16 | Environment2 | Business2 |

The full list of Ted Talks included in each choice set is presented on the next page in Table 2.

B ONLINE: PRE-REGISTERED PRE-ANALYSIS PLAN

Table 2. List of selected short TED Talks

| List of selected short TED talks | | | |
|----------------------------------|-------------|--|---|
| SETS | Topic | Title | Link |
| HEALTH1 | Health | Can you actually boost your immune system? Here's the truth | https://www.ted.com/talks/en_quarter_can_you_actually_boost_your_immune_system_here_s_the_truth?language=en |
| HEALTH1 | Health | What's the connection between sleep and Alzheimer's disease? | https://www.ted.com/talks/matt_walker_what_s_the_connection_between_sleep_and_alzheimer_s_disease?language=en |
| HEALTH1 | Health | A new class of drug that could prevent depression and PTSD | https://www.ted.com/talks/rebecca_brachman_a_new_class_of_drug_that_could_prevent_depression_and_ptsd?language=en |
| HEALTH1 | Health | How we could teach our bodies to heal faster | https://www.ted.com/talks/kathryn_sadler_how_we_could_teach_our_bodies_to_heal_faster?language=en |
| HEALTH2 | Health | Are we filtering the wrong microbes? | https://www.ted.com/talks/essica_green_are_we_filtering_the_wrong_microbes?language=en |
| HEALTH2 | Health | The mental health benefits of storytelling for health care workers | https://www.ted.com/talks/burel_braiman_the_mental_health_benefits_of_storytelling_for_health_care_workers?language=en |
| HEALTH2 | Health | Why the hospital of the future will be your own home | https://www.ted.com/talks/chiek_van_namen_why_the_hospital_of_the_future_will_be_your_own_home?language=en |
| HEALTH2 | Health | The tiny balls of fat that could revolutionize medicine | https://www.ted.com/talks/kathryn_a_whitehead_the_tiny_balls_of_fat_that_could_revolutionize_medicine |
| ENV1 | Environment | The next global agricultural revolution | https://www.ted.com/talks/bruce_friedrich_the_next_global_agricultural_revolution?language=en |
| ENV1 | Environment | How to heat your home without hurting the planet | https://www.ted.com/talks/kathy_hannun_how_to_heat_your_home_without_hurting_the_planet?language=en |
| ENV1 | Environment | Let's not use Mars as a backup planet | https://www.ted.com/talks/lucianne_walkowicz_let_s_not_use_mars_as_a_backup_planet?language=en |
| ENV1 | Environment | The invisible life hidden beneath Antarctica's ice | https://www.ted.com/talks/ariel_waldman_the_invisible_life_hidden_beneath_antarctica_s_ice?language=en |
| ENV2 | Environment | Why I still have hope for coral reefs | https://www.ted.com/talks/kristen_marhaver_why_i_still_have_a_hope_for_coral_reefs |
| ENV2 | Environment | A new way to "grow" islands and coastlines | https://www.ted.com/talks/stylar_tibbits_a_new_way_to_grow_islands_and_coastlines |
| ENV2 | Environment | Architecture that repairs itself? | https://www.ted.com/talks/rachel_armstrong_architecture_that_repairs_itself |
| ENV2 | Environment | How ancient Arctic carbon threatens everyone on the planet | https://www.ted.com/talks/sue_natali_how_ancient_arctic_carbon_threatens_everyone_on_the_planet |
| TECH1 | Tech | What the discovery of exoplanets reveals about the universe | https://www.ted.com/talks/essie_christiansen_what_the_discovery_of_exoplanets_reveals_about_the_universe?c |
| TECH1 | Tech | How humanity can reach the stars | https://www.ted.com/talks/ohip_lubin_how_humanity_can_reach_the_stars?language=en |
| TECH1 | Tech | The future of machines that move like animals | https://www.ted.com/talks/robert_katzschmann_the_future_of_machines_that_move_like_animals?language=en |
| TECH1 | Tech | Super speed, magnetic levitation and the vision behind the hyperloop | https://www.ted.com/talks/osh_giegel_super_speed_magnetic_levitation_and_the_vision_behind_the_hyperloop?language=en |
| TECH2 | Tech | Could a Saturn moon harbor life? | https://www.ted.com/talks/caryn_porco_could_a_saturn_moon_harbor_life?language=en |
| TECH2 | Tech | How going to Mars improves life on Earth | https://www.ted.com/talks/eric_hinterman_how_going_to_mars_improves_life_on_earth?language=en |
| TECH2 | Tech | Tiny satellites show us the Earth as it changes in near-real-time | https://www.ted.com/talks/will_marshall_tiny_satellites_show_us_the_earth_as_it_changes_in_near_real_time?language=en |
| TECH2 | Tech | How to control someone else's arm with your brain | https://www.ted.com/talks/greg_gage_how_to_control_someone_elses_arm_with_your_brain?language=en |
| BUS1 | Business | What makes a job "good" -- and the case for investing in people | https://www.ted.com/talks/warren_vakimans_what_makes_a_job_good_and_the_case_for_investing_in_people?language=en |
| BUS1 | Business | The little risks you can take to increase your luck | https://www.ted.com/talks/tina_seelig_the_little_risks_you_can_take_to_increase_yourLuck?language=en |
| BUS1 | Business | A playful solution to the housing crisis | https://www.ted.com/talks/sarah_murray_a_playful_solution_to_the_housing_crisis?language=en |
| BUS1 | Business | Why the secret to success is setting the right goals | https://www.ted.com/talks/ohn_doerr_why_the_secret_to_success_is_setting_the_right_goals?language=en |
| BUS2 | Business | Why you should know how much your coworkers get paid | https://www.ted.com/talks/david_burks_why_you_should_know_how_much_your_coworkers_get_paid?language=en |
| BUS2 | Business | The single biggest reason why start-ups succeed | https://www.ted.com/talks/bill_gross_the_single_biggest_reason_why_start_ups_succeed?language=en |
| BUS2 | Business | How to make faster decisions | https://www.ted.com/talks/patrick_mcginnis_how_to_make_faster_decisions?language=en |
| BUS2 | Business | Why working from home is good for business | https://www.ted.com/talks/matt_mullerweg_why_working_from_home_is_good_for_business?language=en |

2.1 Treatments

We will implement two experimental variations:

Experimental variation 1: The questions asked to the employer will either be “non-expertise attention questions” (that require no expertise in the topic) or “expertise attention questions” (that are easier to answer if one has some expertise in the topic). Both type of questions are single choice questions and have been designed by the research team. The non-expertise questions are of the format “what this sentence said?” giving a choice of four possible sentences, one of them taken from the script. The “expertise questions” relate to the substance of the talk. They are presumably easier to answer if one has some expertise or knowledge on the topic.

Experimental variation 2: An additional incentive will be given to select either a woman (Gender Incentive Treatment) or a presentation from a female field (“Health” or “Environment”) (Field Incentive Treatment) in comparison to a treatment with no preferential incentive (Baseline Treatment) .

We will implement a 3 x 2 between-subject design.

| | No preferential incentive Baseline | Incentive to hire a woman Gender Incentive | Incentive to hire in female field Field Incentive |
|-------------------------|--|--|---|
| Non-expertise questions | | | |
| Expertise questions | | | |

2.2 Samples and Recruitment

Stage 1: All Ted talks will be evaluated by Cornell students, recruited via the BSL Lab at Johnson.

- Sample: Cornell students from the BSL subject pool (8 women and 8 men)
Each student will watch 4 presentations in one theme/topic.
- Duration of the study: One hour
- Format: on-line survey
- Recruitment strategy: An invitation e-mail will be sent to the Cornell students in the BSL subject pool asking for students interested in participating in a study that will require evaluating presentations for \$20 (Amazon card payment). The online survey will ask interested participants to indicate a topic they feel they have expertise in. We will select 16 raters in the relevant fields, on a first come, first serve basis. They will then be invited to take a Qualtrics survey, that will include the four Ted talks to be rated.

The talks are rated on a scale from 1 to 10 (with 10 being the best) on three dimensions: How informative is the talk? Does the presenter make the talk interesting and easy to follow? Is the talk convincing?

This stage will be conducted at the end of April 2023

Stage 2 – Participants will be recruited via the platform Prolific and will be asked to select a presentation to watch

- Sample: 504 prolific participants (378 men and 126 women)
- Study should take 30 minutes, on-line.
- Restriction on the pool: US-born, age between 25 and 60 and with a college degree, employed.
- Recruitment strategy: We will use the Prolific recruitment format, which consists of sending e-mails to eligible participants and then sending them the link to the relevant Qualtrics survey.

Participant split across treatments:

| | No preferential incentive Baseline | Incentive to hire a woman Gender Incentive | Incentive to hire in female field Field Incentive |
|-------------------------|--|--|---|
| Non-expertise questions | Men: 63 Women: 63 | Men: 63 | Men: 63 |
| Expertise questions | Men: 63 Women: 63 | Men: 63 | Men: 63 |

2.3 Hypotheses

The key variables of interest are:

- (1) Share of female presenters chosen ($S_{F-Presenter}$) = Number of female presenters chosen ($N_{F-Presenter}$) / Total number of presenters chosen
- (2) Share of presentations in female fields ($S_{F-Field}$) = Number of presentations in female fields chosen ($N_{F-Field}$) / Total number of presenters chosen
- (3) Share of women in female fields (S_{FF}) = Number of chosen presentations by female presenters in female fields (N_{FF}) / Total number of presenters chosen
- (4) Share of women in male fields (S_{FM}) = Number of chosen presentations by female presenters in male fields (N_{FM}) / Total number of presenters chosen

Note that the share of men or male fields, or combination of the two are obviously mechanically the complements to each of these variables and will occasionally be reported as well. Note also that since we are interested specifically in the behavior of male employers we will use the following naming conventions:

- $N_{F-Presenter}$ (ME) for the number of Female Presenters chosen by Male Employers

- $N_{F\text{-Presenter}}(\text{ME, GIT})$ for the number of Female Presenters chosen by Male Employers under the Gender Incentive Treatment
- $N_{F\text{-Presenter}}(\text{ME, FIT})$ for the number of Female Presenters chosen by Male Employers under the Field Incentive Treatment
- $N_{F\text{-Presenter}}(\text{ME, BT})$ for the number of Female Presenters chosen by Male Employers under the Baseline Treatment

We will consider two alternative definitions of “chosen”:

- PRIMARY: Ted talk chosen as first ranked
- SECONDARY: Ted talk chosen as one of the top three

To formulate our hypotheses, we will compare the shares of chosen presentations by gender of the presenter and of field to the distribution in the choice sets (which is fixed). The situation where the chosen shares correspond exactly to the shares in the choice set is a situation of **proportional representation**.

For each group (gender, field, and combination of gender and field) we will calculate a measure of **over- and under-representation** based on the ratio of the chosen share to the share in the choice set. This ratio lies between 0 and 8 (e.g., if all employers choose a woman from a male field or a man from a female field). A ratio below 1 indicates that this group is underrepresented, a ratio above 1 shows that this group is over represented.

Table 3. Benchmark shares and measure of over and under-representation

| | Shares in choice set (fixed) | Measure of over/under-representation |
|----------------------------|------------------------------|--------------------------------------|
| Women (presenters) | 50% (1/2) | $S_{F\text{-presenters}} / 50\%$ |
| Female fields | 50% (1/2) | $S_{F\text{-Field}} / 50\%$ |
| Women female fields | 37.5 % (3/8) | $S_{FF} / 37.5\%$ |
| Women male fields | 12.5 % (1/8) | $S_{FM} / 12.5\%$ |

We conjecture a world where men and women have different tastes and levels of expertise in different fields. Specifically: We expect men to have a strict preference and higher expertise in the fields of Tech and Business (‘male fields’), and women to have a strict preference and higher expertise in the fields of Environment and Health (‘female fields’). Therefore, at baseline, we expect differences in the degrees to which certain groups are represented, depending on the gender of the employer.

We are interested in evaluating the impact of different institutions on the representation of women/men, female/male fields and the combination of gender and fields. To test our hypotheses we will use a one-sided t-test for comparing realized shares (e.g., share of women) to shares corresponding to proportional representation or for comparing two realized distributions (e.g., male to female employers).

Hypotheses

- 1) **We predict there are systematic differences in preferences and expertise for field according to the gender of the employer. We expect the following in the baseline (no gender or field incentive) treatment:**
 - a. Presentations by male/female presenters will be over-represented in the shares of presentations chosen by men/women respectively.
 - $S_{F\text{-presenters}} < 50\%$ if employer gender is male.
 - $S_{F\text{-presenters}} > 50\%$ if employer gender is female.
 - $S_{F\text{-presenters}} (\text{male employer}) < S_{F\text{-presenters}} (\text{female employer})$
 - b. Presentations in male/female fields will be over-represented in the shares of presentations chosen by men/women respectively.
 - $S_{F\text{-Field}} < 50\%$ if employer gender is male.
 - $S_{F\text{-Field}} > 50\%$ if employer gender is female.
 - $S_{F\text{-Field}} (\text{male employer}) < S_{F\text{-Field}} (\text{female employer})$
 - c. The differences observed in (a) and (b) will be larger in the “expertise treatment” than in the “no expertise treatment”.
- 2) **We compare the impact of two treatments: “gender incentive” and “field incentive”. We are specifically interested in the effects on male employers. We predict the following for male employers:**
 - a. Both “incentive treatments” will increase the share of women relative to the baseline.
 - i) $S_{F\text{-presenters}} (\text{Gender Incentive Treatment}) > S_{F\text{-presenters}} (\text{Baseline Treatment})$
 - ii) $S_{F\text{-presenters}} (\text{Field Incentive Treatment}) > S_{F\text{-presenters}} (\text{Baseline Treatment})$
 - b. The field incentive will increase the share of presentations in female fields. We do not expect to find a significant effect of gender incentive treatment on the share of presentations in female fields.
 - i) $S_{F\text{-Field}} (\text{Field Incentive Treatment}) > S_{F\text{-Field}} (\text{Baseline treatment})$
 - ii) $S_{F\text{-Field}} (\text{Gender Incentive Treatment}) = S_{F\text{-Field}} (\text{Baseline treatment})$ (as opposed to $S_{F\text{-Field}} (\text{Gender Incentive Treatment}) > S_{F\text{-Field}} (\text{Baseline treatment})$)
 - c. We want to explore how the two incentive treatments affect the diversity of ideas. We measure the distance to full diversity as a sum of squared differences between the actual aggregate shares chosen in each field versus 25% -- the full-diversity benchmark when each field is represented proportionally (see the formula on page 17). We then test whether any of the incentive treatments generate more diversity of ideas than in the

baseline, and whether the field incentive treatment generates more or less diversity of ideas than the gender incentive treatment.

Secondary analyses:

- We will analyze the ranking of the Ted talks chosen, conditionally on being chosen. The hypotheses will then relate to the rank of women and the rank of female field presentations.
 - We will present correlations between the employer's stated topics of interest (from the post-survey questionnaire) and employer's gender; and between their stated topics of interest and the field of the presentation chosen.
 - We additionally want to explore which women (from which fields) benefit from each of the treatments. To do so we will analyze i) whether the increase in the representation of women under the field incentive is driven primarily by an increase in the odds of being chosen for women in female field, and ii) whether the increase in the representation of women under the gender incentive treatment is primarily driven by an increase in the odds of being chosen for women in male fields:
 - i) $S_{F-F}(\text{Field Incentive Treatment})/S_{F-F}(\text{Baseline Treatment}) > S_{F-M}(\text{Field Incentive Treatment})/S_{F-M}(\text{Baseline Treatment})$
 - ii) $S_{F-M}(\text{Gender Incentive Treatment})/S_{F-M}(\text{Baseline Treatment}) > S_{F-F}(\text{Gender Incentive Treatment})/S_{F-F}(\text{Baseline Treatment})$
 - We will also present a measure of "inequality in representation" similar to a Lorenz curve.
-

Multiple Hypothesis Testing:

We will use the procedure outlined by Clarke Romano Wolf (2020) to correct for multiple hypothesis testing.

2.4 Incentives

STAGE 1:

Students will be compensated \$20 for completing the study.

STAGE 2

Participants will earn between \$6 and \$18, they will be incentivized as follows:

- All presentations have been graded/reviewed by experts in the field on a quality scale from 1 to 10. Participants will get \$0.5 x rating of the presentation selected for viewing (i.e. they will earn between \$0.5 and \$5).
- They will be asked to answer 4 attention questions about the presentation. These questions will be prepared by our research team and will relate to either the script/style ("was this sentence said?", "Has the presenter used slides?") or to the substance of the talk. They will earn \$3 per question answered correctly (i.e. in total between \$0 to \$12).
- An additional bonus payment will be provided depending on the treatment:
 - o [gender incentive treatment] They will receive a bonus of \$1 if the presentation they select is by a woman.
 - o [field incentive treatment]: They will receive a bonus of \$1 if the presentation they select is in the field of [Female field (Health or Environment)].

Note that the minimum compensation we will provide is \$6 (i.e. if the calculated compensation were to fall below that, we will still pay the \$6).

2.5 Power calculations

Hypothesis 1a

Presentations by male/female presenters will be over-represented in the shares of presentations chosen by men/women respectively.

$S_{F\text{-presenters}} < 50\%$ if employer gender is male.

$S_{F\text{-presenters}} > 50\%$ if employer gender is female.

$S_{F\text{-presenters}}(\text{Male employer}) < S_{F\text{-presenters}}(\text{Female employer})$

This hypothesis will be tested using data from the BASELINE treatment (pooling the EXPERTISE and NON-EXPERTISE treatments).

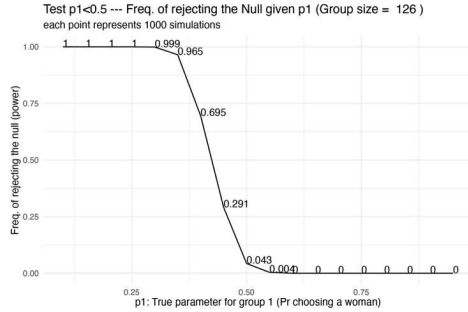
Table below represents realized choices under the baseline.

Table 4. Choices of presentations by men and women, by employer's gender – Baseline

| | MALE EMPL | FEMALE EMPL | BENCHMARK EITHER GENDER |
|-------------------------|------------------------------|------------------------------|----------------------------|
| FEMALE PRESENTER | $N_{F\text{-Presenter}(ME)}$ | $N_{F\text{-Presenter}(FE)}$ | 63 |
| MALE PRESENTER | $N_{M\text{-Presenter}(ME)}$ | $N_{M\text{-Presenter}(FE)}$ | 63 |
| TOTAL | 126 | 126 | 126 |

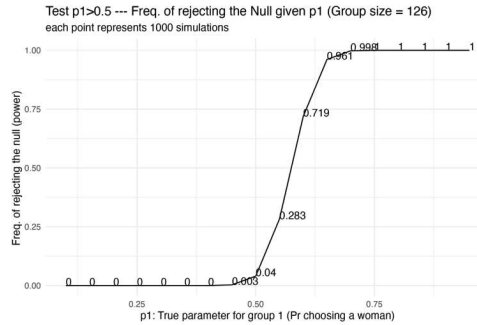
- i. To test whether $S_{F\text{-presenters}}(ME) < 50\%$ we use a one-sided exact t-test under a 5% significance level. The result of the test depends on the realization of $N_{F\text{-Presenter}(ME)}$, given the sample size 126. Denoting the true probability of choosing a female presenter as p_1 , we perform a one-sided test for $p_1 < 50\%$. The power of the test depends on the true parameter p_1 as shown in Figure 1. If the true probability of choosing a female presenter by a male employer is 40%, then we reject the null in around 30% of cases. We are mostly sure (97%) that we reject the null when the true probability is 30% or lower. Our conjecture is that $S_{F\text{-presenters}}(ME)$ is below 35%, therefore we expect the test to be powerful enough to reject the null.

Figure 1. $p_1 < 0.5$ test power (based on 1000 simulations)



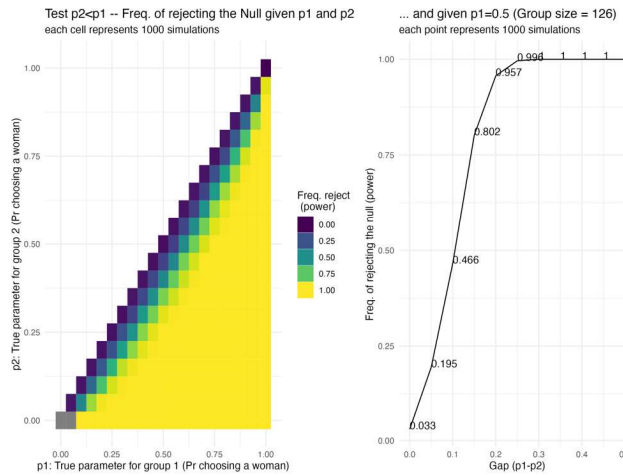
- ii. Similarly, for female employers, we are able to reject the null hypothesis in around 30% of cases when the true probability (p_2) is 60% and in more than 96% of cases when the true probability is 70% or higher (See Figure 2). Our conjecture is that $S_{\text{Presenters}}(\text{FE})$ is above 70%, therefore we expect the test to be powerful enough to reject the null.

Figure 2. $p_2 > 0.5$ Test power (based on 1000 simulations)



- iii. To test whether $S_{\text{Presenters}}(\text{Male employers}) < S_{\text{Presenters}}(\text{Female employers}) < 1$ we use a one-sided t-test under a 5% significance level. The power of the test increases with the difference in true parameters p_1 and p_2 (See Figure 3 below). We are able to reject the null hypothesis in almost half of cases when the difference in true parameters is 10pp (e.g., $p_1 = 0.55$ and $p_2 = 0.45$). We are able to reject the null in more than 95% of cases when the difference in true parameters is 20 percentage points. Since we expect large differences between these two shares, we expect the test to be sufficiently powerful.

Figure 3. $p_1 < p_2$ Test power (based on 1000 simulations for two samples of size 126 each)



Hypothesis 1b

Presentations in male/female fields will be over-represented in the shares of presentations chosen by men/women respectively.

$S_{F-Field} < 50\%$ if employer gender is male.

$S_{F-Field} > 50\%$ if employer gender is female.

$S_{F-Field} \text{ (Male employer)} < S_{F-Field} \text{ (Female employer)}$

The analysis is exactly the same as in Hypothesis 1a, only the row categories change to represent presenters by their field rather than their gender.

Table 5. Field choices by employer's gender – Baseline

| | MALE EMPL | FEMALE EMPL | BENCHMARK EITHER GENDER |
|----------------------------------|---------------------------|---------------------------|-------------------------|
| FEMALE FIELD PRESENTATION | N _{F-Field (ME)} | N _{F-Field (FE)} | 63 |
| MALE FIELD PRESENTATION | N _{M-Field (ME)} | N _{M-Field (FE)} | 63 |
| TOTAL | 126 | 126 | 126 |

Hence, again we use one sided t-tests and since we expect similar effect sizes we also expect to be sufficiently powered.

Hypothesis 1c

The reason why male employers choose a higher share of male presenters is not because of expertise

The differences observed in (a) and (b) will be larger in the “expertise treatment” than in the “no expertise treatment”, but not significantly so.

We proceed separately for male and female employers.

Assume that for MALE EMPLOYERS we observe the following frequencies:

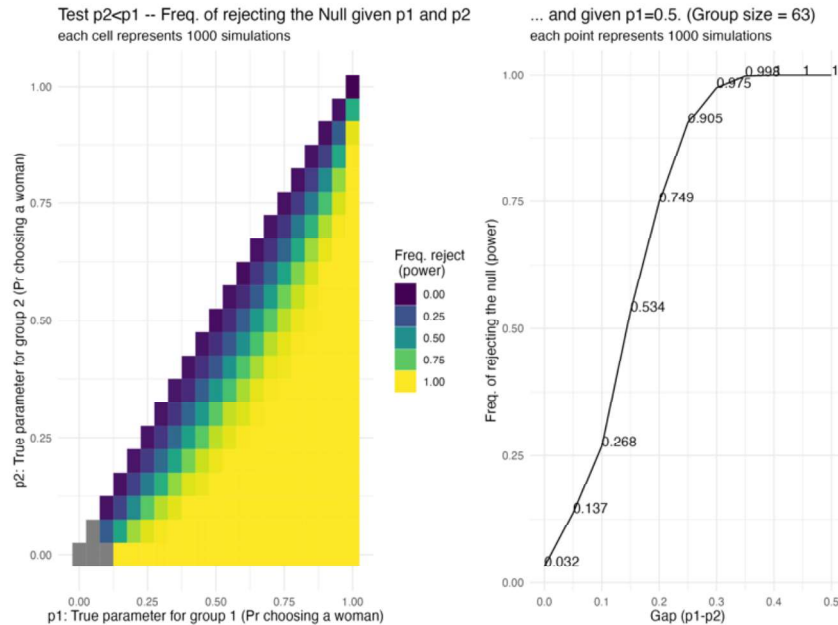
Table 6. Gender choices by male employers in expertise vs. non-expertise treatments

| | EXPERTISE | NON-EXPERTISE |
|-------------------------|-----------------------------------|---------------------------------------|
| FEMALE PRESENTER | $N_{F\text{-Presenter (ME, Ex)}}$ | $N_{F\text{-Presenter (ME, Non-Ex)}}$ |
| MALE PRESENTER | $N_{M\text{-Presenter (ME, Ex)}}$ | $N_{M\text{-Presenter (ME, Non-Ex)}}$ |
| TOTAL | 63 | 63 |

Our hypothesis that the number of female presenters will be lower in expertise treatment than in non-expertise treatment, but the difference will not be large.

We again employ one-sided t-test. Given that sample sizes are smaller, we will be able to detect statistically significant differences between expertise and non-expertise treatment results only if there is a substantial difference between the two: in 26% of cases when the difference is 10pp, in 53% of cases when the difference is 15pp, and we are able to reject the null in 97% of cases only if the gap is at least 30pp. That is, we will be able to rule out effects that are larger than 30pp. As we do not expect large differences between expertise and non-expertise treatment (we expect taste rather than expertise to be the major contributor for choosing men or women by male employers), the test will allow us to exclude effects larger than 30pp. Our main goal here is to rule out that expertise explains the differences in shares of men and women chosen by (female) male employers.

Figure 4. $p_1 < p_2$ test power (sample size 63)



We perform a similar analysis for the share of female presenters as chosen by **female employers** for expertise vs non-expertise treatment. We expect the share of women chosen by women in the expertise treatment to be higher than the share of women chosen by women in non-expertise treatment, but we expect the difference to be too minor to be detected by our test given the sample sizes.

We perform a similar analysis for the share of **female field** presentations by gender of the employer: male employers separately from female employers. Also here we expect to have sufficient power to detect only large effects (30pp or more). Again, the goal is to rule out that expertise explains gender differences in field choice.

Hypothesis 2a.

Both “incentive treatments” will increase the share of women relative to the baseline (Male employers only)

$$S_{F\text{-presenters}}(\text{Gender Incentive Treatment}) > S_{F\text{-presenters}}(\text{Baseline Treatment})$$

$$S_{F\text{-presenters}}(\text{Field Incentive Treatment}) > S_{F\text{-presenters}}(\text{Baseline Treatment})$$

We use a one-sided t-test to compare the share of women under gender incentive vs. the baseline. Separately, we use a one-sided t-test to compare the share of women under field incentive vs. the baseline. Both tests have the same power as depicted in Figure 3. We expect the tests to be sufficiently powered, as we expect large treatment effects of incentives on the share of women chosen (under any treatment).

Table 7. Gender choices under different incentives by male employers

| | BASELINE | GENDER INCENTIVE | FIELD INCENTIVE |
|-------------------------|-----------------------------------|------------------------------------|------------------------------------|
| FEMALE PRESENTER | N _{F-Presenter (ME, BT)} | N _{F-Presenter (ME, GIT)} | N _{F-Presenter (ME, FIT)} |
| MALE PRESENTER | N _{M-Presenter (ME, BT)} | N _{M-Presenter (ME, GIT)} | N _{M-Presenter (ME, FIT)} |
| TOTAL | 126 | 126 | 126 |

Hypothesis 2b.

The field incentive effect on the share of chosen presentations in female fields (Male employers only)

$$S_{F-Field}(\text{Field Incentive Treatment}) > S_{F-Field}(\text{Baseline treatment})$$

The gender incentive treatment on the share of chosen presentations in female fields. (Male employers only)

$$S_{F-Field}(\text{Gender Incentive Treatment}) = S_{F-Field}(\text{Baseline treatment})$$

We use a one-sided t-test to compare the share of chosen presentations in female fields under the field incentive vs. the baseline. The power of the test is illustrated in Figure 3, and we expect to see a strong treatment effect. For this hypothesis we use Table 8.

Similarly, we use a one-sided t-test to compare the share of chosen presentations in female fields under the gender incentive vs. the baseline. Here, we do not expect to reject the null, as we do not expect a strong effect of the gender treatment on the share of female fields.

Table 8. Field choices under field incentives by male employers

| | BASELINE | FIELD INCENTIVE |
|----------------------------------|-------------------------------|--------------------------------|
| FEMALE FIELD PRESENTATION | N _{F-Field (ME, BT)} | N _{F-Field (ME, FIT)} |
| MALE FIELD PRESENTATION | N _{F-Field (ME, BT)} | N _{F-Field (ME, FIT)} |
| TOTAL | 126 | 126 |

Hypothesis 2c

The increase in diversity of ideas (fields) (Male employers only)

We are interested in evaluating the effect of the treatments on the diversity of ideas. Our measure of diversity is defined as the distance to a situation of proportional representation: In a world where all ideas are chosen equally often, we would expect 25% of chosen presentations to be in Tech, 25% in Business, 25% in Environment and 25% in Health.

Our measure of diversity is a measure of squared distances from proportional representation, defined as follows:

Equation 1. Distance to diversity

$$\text{DistDiversity} = (S_{\text{Health}} - 25\%)^2 + (S_{\text{Env}} - 25\%)^2 + (S_{\text{Tech}} - 25\%)^2 + (S_{\text{Business}} - 25\%)^2$$

We will calculate this measure for each treatment. We compare this measure of diversity across treatments and identify the condition under which diversity is the largest by using one-sided and two-sided t-tests:

$$\begin{aligned} \text{DistDiversity (GIT)} &< \text{DistDiversity (BT)} \\ \text{DistDiversity (FIT)} &< \text{DistDiversity (BT)} \\ \text{DistDiversity (FIT)} &= \text{DistDiversity (GIT)} \end{aligned}$$

We will compute standard errors of the differences by bootstrapping (10,000 times).

Error! Reference source not found. presents simulation results for the one-sided t-test power. The test is reasonably powered when there are substantial changes in diversity.

Table 9. Power calculations for Hypothesis 2c

| Realized Shares (%) | | | | | Test power against the second sample with DistDiversity=0 |
|---------------------|----------|--------|-------------|------|---|
| Tech | Business | Health | Environment | | |
| 25 | 25 | 25 | 25 | 0.00 | |
| 28 | 28 | 23 | 23 | 0.02 | |
| 30 | 30 | 20 | 20 | 0.09 | |
| 33 | 33 | 18 | 18 | 0.34 | |
| 35 | 35 | 15 | 15 | 0.73 | |
| 38 | 38 | 13 | 13 | 0.97 | |

| | | | | |
|----|----|----|----|------|
| 40 | 40 | 10 | 10 | 1.00 |
| 43 | 43 | 8 | 8 | 1.00 |
| 45 | 45 | 5 | 5 | 1.00 |
| 48 | 48 | 3 | 3 | 1.00 |
| 50 | 50 | 0 | 0 | 1.00 |

2.6 Ted Talk Summaries

In stage 2 individuals (employers) are presented with 8 Ted Talks to choose from. Each talk is presented in the form of a combination of 4 things: Field, Title, Snippet from the video showing the speaker’s face, and a short summary or description of the content of the talk. In this section we briefly outline the choices we made regarding these 4 factors and the choices of videos. The four broad fields of health, environment, tech, and business were chosen because they reflect popular topics on which a broad range of ted talks is available and that are clearly gendered in terms of interest in these topics.

We then searched for ted talks in these four fields using the search function on the ted talk webpage and selected according to the following criteria:

- We selected only talks of duration between 5 and 13 minutes.
- We selected only talks, which were delivered by individuals, such that when seeing the talk, one sees a human speaker rather than an animated video.
- We then selected only talks given by white speakers, in order not to have race as a confounding factor in our analysis.
- We excluded certain topics that were too female specific such as breastfeeding or menopause and everything related to children. We also excluded topics related too strictly to Covid19 due to loosing relevance by the time we would be able to run the survey. We also excluded topics related to specific individuals (this was an issue in business where there are ted talks that are about specific important individuals in business) because 1 year later these individuals might be much less relevant. We also excluded talks that were too much at the intersection of two fields and could not be clearly attributable to only one of our four fields of interest.
- If left with any choice such that we would have the appropriate number of talks by women and men, we gave preference to younger speakers.
- If left with any choice such that we would have the appropriate number of talks by women and men, we gave preference to more recent ted talks.

Within the selection of the ted talks the procedure to assign the 4 items (field, title, summary, and picture was the following)

1. The field of the talk was assigned by the research team based on the topic of the talk.
2. The title is the title which is available on the ted talk website.
3. The picture is a picture which clearly shows the speaker from close up such that the face is well visible.

4. The summary of the talk was taken from the ted talk webpage; however, it was altered in the following way:
 - a. Before each summary we place the word "Summary:"
 - b. We then deleted all names from the summaries, since names could signal ethnicity, which could again cause biases in our analysis. In order for the summary to still make sense, we then replaced the name by "the speaker" / or "this speaker" depending on the sentence. Very often job descriptions / titles are also given within the summary such as: 'Scientist and Ted Fellow Kathy Green shows us' which we then simply replaced by "the scientist and Ted Fellow shows us". To make sure we use the correct job description if none is given in the summary, we check the speaker profile (which is available on the ted webpage for everyone who gives a ted talk).
When the name was repeatedly used we replaced it with pronouns (she / he). We checked that these pronouns are either already used within in the summary of the talk given on the ted webpage or that these are the pronouns used on the speaker profile (which is available on the ted webpage for everyone who gives a ted talk).

C Online: Deviations from Original Experimental Design and Plan of Analysis

**Amendment to Pre-Registered Trial AEARCTR-0011330
“What do People Choose to Watch”
28 September 2023**

We collected a sample using prolific, as announced in the original pre-registration. The experiment has 6 experimental conditions (2 x 3 design), and within each experimental condition, people would be asked to choose among 8 videos of Ted talks. 4 of these videos would be from a ‘male field’ (either Technology or Business) and 4 would be from a ‘female field’ (either Health or Environment). We had prepared 2 sets of four videos for each theme, and Qualtrics was programmed to randomize between these different sets.

There were four different stages of randomization as explained in the Table below:

| First randomization | Second randomization | Third Randomization | Fourth randomization |
|---|--|---|---|
| Incentive treatment - Baseline - Gender incentive - Female field incentive | Attention questions: - non-expertise attention questions - Expertise attention questions | Which male and female fields sets are shown: Male field: - Tech 1/ Tech 2/ Business 1/ Business 2 Female field: - Health 1 / Health 2 / Environment 1 / Environment 2 | Which video is shown to participants among their top 3 - Rank 1 with 50% chances - Rank 2 with 1/3 chances - Rank 3 with 1/6 chances |

The key randomizations are the first and second, since there are the treatment variations for which we have predictions. But ideally, there would be a balance in the sets of videos participants were exposed to (third randomization). Ex post, we noticed imbalances in the assignment of sets to treatments (which occur at random). While we do not think these matter for the results, we would like to ensure that there are no such imbalances. Table A.6 shows that there were too many Technology and Health field assignments in the baseline for men, and too few Technology and Health video assignments in the gender incentive treatment. Table A. 7 shows that among listening (non-expertise) question treatment the female field assignment was skewed towards Health, while among content (expertise) question treatment the assignment was skewed towards Environment.

In the spreadsheet below, we provide the counts of observations we have per each Male Field x Female Field x Incentive x Question Type. The counts vary from as low as 8 up to 24.

To restore balance, we decided to bring the number of observations in each cell to be at least 16, which means collecting 50 more observations (38 for men and 12 for women). The number of observations to be collected for each cell in Round 2 is shown in the last column.

After adding more observations in certain cells of Male Field x Female Field x Incentive x Question Type, we expect to achieve balance in the randomized values across treatments (See new expected balance tables attached at the end).

The plan is to collect these additional observations on September 29th 2023.

Table A.6: Experiment: Descriptive statistics by the incentive type

| | Male respondents | | | | | | | | | Female respondents | | |
|---------------------------|------------------|--------|------------------|--------|--------|-----------------|--------|--------|----------|--------------------|--------|--|
| | Baseline | | Gender incentive | | | Field incentive | | | Baseline | | | |
| | mean | sd | mean | sd | p-val' | mean | sd | p-val' | mean | sd | p-val' | |
| Randomized values: | | | | | | | | | | | | |
| Listening questions (1/0) | 0.50 | (0.50) | 0.50 | (0.50) | [0.95] | 0.49 | (0.50) | [0.90] | 0.49 | (0.50) | [0.90] | |
| Content questions (1/0) | 0.50 | (0.50) | 0.50 | (0.50) | [0.95] | 0.51 | (0.50) | [0.90] | 0.51 | (0.50) | [0.90] | |
| Male field: | | | | | | | | | | | | |
| Technology (1/0) | 0.57 | (0.50) | 0.44 | (0.50) | [0.03] | 0.50 | (0.50) | [0.25] | 0.51 | (0.50) | [0.31] | |
| Business (1/0) | 0.43 | (0.50) | 0.56 | (0.50) | [0.03] | 0.50 | (0.50) | [0.25] | 0.49 | (0.50) | [0.31] | |
| Female field: | | | | | | | | | | | | |
| Health (1/0) | 0.54 | (0.50) | 0.50 | (0.50) | [0.50] | 0.47 | (0.50) | [0.26] | 0.49 | (0.50) | [0.45] | |
| Environment (1/0) | 0.46 | (0.50) | 0.50 | (0.50) | [0.50] | 0.53 | (0.50) | [0.26] | 0.51 | (0.50) | [0.45] | |
| Video displayed (1 to 3) | 1.72 | (0.78) | 1.72 | (0.76) | [0.97] | 1.55 | (0.69) | [0.07] | 1.70 | (0.76) | [0.81] | |

Table A.7: Experiment: Descriptive statistics by the question type

| | Male respondents | | | | | Female respondents | | | | |
|---------------------------|------------------|--------|---------|--------|--------|--------------------|--------|---------|--------|--------|
| | Listening | | Content | | p-val | Listening | | Content | | p-val |
| | mean | sd | mean | sd | | mean | sd | mean | sd | |
| Randomized values: | | | | | | | | | | |
| Male field: | | | | | | | | | | |
| Technology (1/0) | 0.60 | (0.49) | 0.54 | (0.50) | [0.48] | 0.50 | (0.50) | 0.52 | (0.50) | [0.86] |
| Business (1/0) | 0.40 | (0.49) | 0.46 | (0.50) | [0.48] | 0.50 | (0.50) | 0.48 | (0.50) | [0.86] |
| Female field: | | | | | | | | | | |
| Health (1/0) | 0.51 | (0.50) | 0.57 | (0.50) | [0.48] | 0.58 | (0.50) | 0.41 | (0.50) | [0.05] |
| Environment (1/0) | 0.49 | (0.50) | 0.43 | (0.50) | [0.48] | 0.42 | (0.50) | 0.59 | (0.50) | [0.05] |
| Video displayed (1 to 3) | 1.70 | (0.78) | 1.75 | (0.78) | [0.73] | 1.79 | (0.79) | 1.61 | (0.73) | [0.18] |

C ONLINE: DEVIATIONS FROM ORIGINAL EXPERIMENTAL DESIGN
AND PLAN OF ANALYSIS

| Gender respondent | Incentive Treatment | Question Treatment | Male field | Female field | N. obs | Minimum target observations | N to collect |
|-------------------|---------------------|--------------------|------------|--------------|---------------|-----------------------------|---------------------|
| | | | | | After Round 1 | | in the second round |
| Male respondents | field | content | Business | Environment | 16 | 16 | 0 |
| Male respondents | field | content | Business | Health | 18 | 16 | 0 |
| Male respondents | field | content | Tech | Environment | 19 | 16 | 0 |
| Male respondents | field | content | Tech | Health | 14 | 16 | 2 |
| Male respondents | field | info | Business | Environment | 18 | 16 | 0 |
| Male respondents | field | info | Business | Health | 14 | 16 | 2 |
| Male respondents | field | info | Tech | Environment | 17 | 16 | 0 |
| Male respondents | field | info | Tech | Health | 16 | 16 | 0 |
| Male respondents | gender | content | Business | Environment | 10 | 16 | 6 |
| Male respondents | gender | content | Business | Health | 16 | 16 | 0 |
| Male respondents | gender | content | Tech | Environment | 17 | 16 | 0 |
| Male respondents | gender | content | Tech | Health | 15 | 16 | 1 |
| Male respondents | gender | info | Business | Environment | 24 | 16 | 0 |
| Male respondents | gender | info | Business | Health | 16 | 16 | 0 |
| Male respondents | gender | info | Tech | Environment | 8 | 16 | 8 |
| Male respondents | gender | info | Tech | Health | 11 | 16 | 5 |
| Male respondents | none | content | Business | Environment | 9 | 16 | 7 |
| Male respondents | none | content | Business | Health | 20 | 16 | 0 |
| Male respondents | none | content | Tech | Environment | 18 | 16 | 0 |
| Male respondents | none | content | Tech | Health | 16 | 16 | 0 |
| Male respondents | none | info | Business | Environment | 14 | 16 | 2 |
| Male respondents | none | info | Business | Health | 11 | 16 | 5 |

C ONLINE: DEVIATIONS FROM ORIGINAL EXPERIMENTAL DESIGN
AND PLAN OF ANALYSIS

| | | | | | | | |
|--------------------|------|---------|----------|-------------|----|----|---|
| Male respondents | none | info | Tech | Environment | 17 | 16 | 0 |
| Male respondents | none | info | Tech | Health | 21 | 16 | 0 |
| Female respondents | none | content | Business | Environment | 19 | 16 | 0 |
| Female respondents | none | content | Business | Health | 12 | 16 | 4 |
| Female respondents | none | content | Tech | Environment | 19 | 16 | 0 |
| Female respondents | none | content | Tech | Health | 14 | 16 | 2 |
| Female respondents | none | info | Business | Environment | 13 | 16 | 3 |
| Female respondents | none | info | Business | Health | 18 | 16 | 0 |
| Female respondents | none | info | Tech | Environment | 13 | 16 | 3 |
| Female respondents | none | info | Tech | Health | 18 | 16 | 0 |

=====

C ONLINE: DEVIATIONS FROM ORIGINAL EXPERIMENTAL DESIGN
AND PLAN OF ANALYSIS

EXPECTED DESCRIPTIVE TABLES AFTER ROUND 2

Table A.6: Experiment: [NEW, AFTER ROUND 2] Descriptive statistics by the incentive type

| | Male respondents | | | | | | | | | Female respondents | | |
|---------------------------|------------------|--------|------------------|--------|--------|-----------------|--------|--------|----------|--------------------|--------|--|
| | Baseline | | Gender incentive | | | Field incentive | | | Baseline | | | |
| | mean | sd | mean | sd | p-val | mean | sd | p-val | mean | sd | p-val | |
| Randomized values: | | | | | | | | | | | | |
| Listening questions (1/0) | 0.50 | (0.50) | 0.53 | (0.50) | [0.67] | 0.49 | (0.50) | [0.90] | 0.49 | (0.50) | [0.90] | |
| Content questions (1/0) | 0.50 | (0.50) | 0.47 | (0.50) | [0.67] | 0.51 | (0.50) | [0.90] | 0.51 | (0.50) | [0.90] | |
| Male field: | | | | | | | | | | | | |
| Technology (1/0) | 0.51 | (0.50) | 0.47 | (0.50) | [0.51] | 0.50 | (0.50) | [0.81] | 0.50 | (0.50) | [0.81] | |
| Business (1/0) | 0.49 | (0.50) | 0.53 | (0.50) | [0.51] | 0.50 | (0.50) | [0.81] | 0.50 | (0.50) | [0.81] | |
| Female field: | | | | | | | | | | | | |
| Health (1/0) | 0.52 | (0.50) | 0.47 | (0.50) | [0.37] | 0.49 | (0.50) | [0.55] | 0.49 | (0.50) | [0.63] | |
| Environment (1/0) | 0.48 | (0.50) | 0.53 | (0.50) | [0.37] | 0.51 | (0.50) | [0.55] | 0.51 | (0.50) | [0.63] | |
| Video displayed (1 to 3) | 1.86 | (0.80) | 1.79 | (0.79) | [0.47] | 1.61 | (0.73) | [0.01] | 1.76 | (0.76) | [0.30] | |

Table A.7: Experiment: [NEW, AFTER ROUND 2] Descriptive statistics by the question type

| | Male respondents | | | | | Female respondents | | | | |
|---------------------------|------------------|--------|---------|--------|--------|--------------------|--------|---------|--------|--------|
| | Listening | | Content | | p-val' | Listening | | Content | | p-val' |
| | mean | sd | mean | sd | | mean | sd | mean | sd | |
| Randomized values: | | | | | | | | | | |
| Male field: | | | | | | | | | | |
| Technology (1/0) | 0.54 | (0.50) | 0.49 | (0.50) | [0.50] | 0.50 | (0.50) | 0.50 | (0.50) | [1.00] |
| Business (1/0) | 0.46 | (0.50) | 0.51 | (0.50) | [0.50] | 0.50 | (0.50) | 0.50 | (0.50) | [1.00] |
| Female field: | | | | | | | | | | |
| Health (1/0) | 0.53 | (0.50) | 0.51 | (0.50) | [0.87] | 0.53 | (0.50) | 0.46 | (0.50) | [0.40] |
| Environment (1/0) | 0.47 | (0.50) | 0.49 | (0.50) | [0.87] | 0.47 | (0.50) | 0.54 | (0.50) | [0.40] |
| Video displayed (1 to 3) | 1.79 | (0.78) | 1.93 | (0.82) | [0.29] | 1.78 | (0.81) | 1.74 | (0.72) | [0.78] |

D Online: Stage 2 Qualtrics Survey

STAGE 2

Start of Block: Consent Intro

Q1

What Do People Choose to Watch?

We are asking you to participate in a research study titled "What Do People Choose to Watch?". This study is being led by Professor Michèle Belot, Department of Economics at Cornell University. Please read carefully the information about the study. You will be asked for your consent before proceeding to the actual study.

Q2

Information about the Study

What the study is about

The purpose of this research is to examine what people are interested in watching when offered a choice between different short presentations on various topics.

What we will ask you to do

We will ask you to rank 3 short video recordings to watch, among 8 possible options. For that, you need access to a quiet space and audio device.

We kindly ask you to do this alone, without anyone else present. The video recordings may include text, so you need to use a screen that is big enough to be able to read the textual content of the presentation. We also ask you to watch one of your preferred recordings in full. Recordings last for up to 12 minutes. After watching the recording, you will be asked questions about it. **The total time needed to complete the study should be maximum 30 minutes.**

PLEASE PROCEED ONLY IF YOU HAVE 30 MINUTES OF UNINTERRUPTED TIME ALONE YOU CAN DEDICATE TO THIS STUDY!

Risks and discomforts

We do not anticipate any risks from participating in this research.

Benefits

There are no direct benefits of participating. The research is expected to benefit society and scientific knowledge by deepening our understanding of people's choices.

Incentives for participation

You will receive a compensation for participating in the study through Prolific. Your exact compensation will depend on your answers to the questions, and will be between \$6 and \$18.

Privacy/Confidentiality/Data Security

Identifiable information (your Prolific ID) will be collected when you fill in the survey. This is to enable us to compensate you. The identifiers will be deleted from the study immediately after payment.

All data used for research purposes will be anonymous. Data from this study may be shared with the research community at large to advance science and health. No one will be able to identify you from the information we share.

Your responses and decisions will be recorded using Qualtrics. We anticipate that your participation in this survey presents no greater risk than everyday use of the internet.

Taking part is voluntary

Your participation is entirely voluntary and you may refuse to participate or discontinue at any time. You will receive a payment only if you complete the full survey.

If you have questions

The main researcher conducting this study is Professor Michèle Belot (Cornell University). If you have questions, you may contact Michèle Belot at mb2693@cornell.edu. If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board (IRB Cornell University) for Human Participants at 607-255-5138 or access their website at <http://www.irb.cornell.edu>. You may also report your concerns or complaints anonymously through Ethicspoint online at www.hotline.cornell.edu or by calling toll free at 1-866-293-3077. Ethicspoint is an independent organization that serves as a liaison between the University and the person bringing the complaint so that anonymity can be ensured.

Q3 Please tick the appropriate box below:

- I have read and understood the above information. I consent to take part in the study and I have 30 minutes to complete the survey. (1)
- I have read and understood the above information. I do not have the necessary time to complete the survey or I do NOT consent to take part in the study. (2)

Skip To: End of Survey If Please tick the appropriate box below: = I have read and understood the above information. I do not have the necessary time to complete the survey or I do NOT consent to take part in the study.

Q641 Before proceeding, please complete the captcha below

Q663 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Q747 Please enter your unique Prolific ID (this will be used for payment purposes)

End of Block: Consent Intro

Start of Block: Instructions_info_treatment

Q656

Instructions and Compensation

In this study, we will ask you to choose between a set of Ted talks. Each Ted talk relates to a specific topic and lasts up to 12 minutes.

You will see basic information about the presentations and then we will ask you to choose your three most preferred presentations **and rank them in order of preference:**

- 1 for your most preferred,
- 2 for the second most preferred and
- 3 for the third most preferred.

One of the three talks will then be selected for you to watch and you will then be asked to answer questions related to the presentation.

The rank you assign to a presentation will determine the chances that you will see this presentation. We will roll a die and the presentation will be chosen as follows:

| | |
|---------------------|-------------|
| Outcome of die roll | Talk chosen |
| 1, 2 or 3 | 1st ranked |

text_attention_instr

We will ask you to answer questions about the talk.

IMPORTANT: Part of your earnings will depend on your answers to 4 questions (worth \$3 each) about the talk.

Each question will ask you to confirm **whether a specific sentence was (literally) said during the talk**. Note that these questions do not require expertise in the topic, they simply require you to pay attention.

So **PAY ATTENTION TO WHAT IS BEING SAID!**

Page Break

Q643

Your payment will depend on the following elements: **The quality of the presentation (from \$0 to \$5.0).** All presentations have been graded/reviewed by experts in the field of the presentation on a quality scale from 0 to 5 (5 being the highest). You will be paid the rating in dollars. Hence, you get **\$1** for each point on the scale for the presentation that you end up watching. That is, you have an incentive to **pick the presentation that you think is the best.** **Correct answers (from \$0 to \$12).** Your answers to the questions asked after the presentation. You will earn **\$3 per question answered correctly.** The minimum payment is \$6, independent of your actual score. In other words, you can earn **between \$6 to \$17 for completing this study.**

You are free to abandon the study at any point. Note that we will only be able to compensate you if you have completed the full questionnaire.

You may now proceed.

Q664 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Instructions_info_treatment

Start of Block: Instructions_genderincentive_info

Q657

Instructions and Compensation

In this study, we will ask you to choose between a set of Ted talks. Each Ted talk relates to a specific topic and lasts up to 12 minutes.

You will see basic information about the presentations and then we will ask you to choose your three most preferred presentations **and rank them in order of preference:**

- 1 for your most preferred,
- 2 for the second most preferred and
- 3 for the third most preferred.

One of the three talks will then be selected for you to watch and you will then be asked to answer questions related to the presentation.

The rank you assign to a presentation will determine the chances that you will see this presentation. We will roll a die and the presentation will be chosen as follows:

| | Outcome of die roll | Talk chosen |
|---|---------------------|-------------|
| | 1, 2 or 3 | 1st ranked |
| | 4 or 5 | 2nd ranked |
| 6 | 3rd ranked | |

Hence, the higher you rank a presentation, the more likely it is that a you will get to watch this presentation.



Q740 If you rank a presentation as 3, what is the chance you will actually see it?

- 1 out of 6 (1)
- 2 out of 3 (2)
- 3 out of 6 (3)

Page Break

Q647

We will ask you to answer questions about the talk.

IMPORTANT: Part of your earnings will depend on your answers to 4 questions (worth \$3 each) about the talk.

Each question will ask you to confirm **whether a specific sentence was (literally) said during the talk**. Note that these questions do not require expertise in the topic, they simply require you to pay attention.

So **PAY ATTENTION TO WHAT IS BEING SAID!**

Page Break

text_pay_genderincen

Your payment will depend on the following elements: **The quality of the presentation (from \$0 to \$5.0).** All presentations have been graded/reviewed by experts in the field of the presentation on a quality scale from 0 to 5 (5 being the highest). You will be paid the rating in dollars. Hence, you get \$1 for each point on that scale for the presentation that you will end up watching. That is, you have an incentive to **pick the presentation that you think is the best.** **Correct answers (from \$0 to \$12).** Your answers to the questions asked after the presentation. You will earn **\$3 per question answered correctly.**

Presentation by a woman (plus \$1).

You will receive a bonus of \$1 if the presentation you watch is **by a woman.** The minimum payment is \$6, independent of your actual score. In other words, you can **earn between \$6 to \$18 for completing this study.**

You are free to abandon the study at any point. Note that we will only be able to compensate you if you have completed the full questionnaire.

You may now proceed.

Q665 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Instructions_genderincentive_info

Start of Block: Instructions_fieldincentive_info

Q658

Instructions and Compensation

In this study, we will ask you to choose between a set of Ted talks. Each Ted talk relates to a specific topic and lasts up to 12 minutes.

You will see basic information about the presentations and then we will ask you to choose your three most preferred presentations **and rank them in order of preference:**

1 for your most preferred,
2 for the second most preferred and
3 for the third most preferred.

One of the three talks will then be selected for you to watch and you will then be asked to

answer questions related to the presentation.

The rank you assign to a presentation will determine the chances that you will see this presentation. We will roll a die and the presentation will be chosen as follows:

| | Outcome of die roll | Talk chosen |
|---|---------------------|-------------|
| | 1, 2 or 3 | 1st ranked |
| | 4 or 5 | 2nd ranked |
| 6 | 3rd ranked | |

Hence, the higher you rank a presentation, the more likely it is that a you will get to watch this presentation.



Q741 If you rank a presentation as 3, what is the chance you will actually see it?

- 1 out of 6 (1)
- 2 out of 3 (2)
- 3 out of 6 (3)

Page Break

Q651

We will ask you to answer questions about the talk.

IMPORTANT: Part of your earnings will depend on your answers to 4 questions (worth \$3 each) about the talk.

Each question will ask you to confirm **whether a specific sentence was (literally) said during the talk**. Note that these questions do not require expertise in the topic, they simply require you to pay attention.

So **PAY ATTENTION TO WHAT IS BEING SAID!**

Page Break

Display This Question:

If female_field = Environment

text_pay_fieldEnv

Your payment will depend on the following elements: **The quality of the presentation (from \$0 to \$5.0).** All presentations have been graded/reviewed by experts in the field of the presentation on a quality scale from 0 to 5 (5 being the highest). You will be paid the rating in dollars. Hence, you get **\$1** for each point on the scale for the presentation that you end up watching. That is, you have an incentive to **pick the presentation that you think is the best.** **Correct answers (from \$0 to \$12).** Your answers to the questions asked after the presentation. You will earn **\$3 per question answered correctly.** **Presentation in the field of Environment (plus \$1).** You will receive a bonus of \$1 if the presentation you watch is **in the field of Environment**. The minimum payment is \$6, independent of your actual score. In other words, you can **earn between \$6 to \$18 for completing this study.**

You are free to abandon the study at any point. Note that we will only be able to compensate you if you have completed the full questionnaire.

You may now proceed.

Display This Question:

If female_field = Health

text_pay_fieldHealth

Your payment will depend on the following elements: **The quality of the presentation (from \$0 to \$5.0).** All presentations have been graded/reviewed by experts in the field of the presentation on a quality scale from 0 to 5 (5 being the highest). You will be paid the rating in dollars. Hence, you get **\$1** for each point on the scale for the presentation that you end up watching. That is, you have an incentive to **pick the presentation that you think is the best.** **Correct answers (from \$0 to \$12).** Your answers to the questions asked after the presentation. You will earn **\$3 per question answered correctly.** **Presentation in the field of Health (plus \$1).** You will receive a bonus of \$1 if the presentation you watch is **in the field of Health**.

The minimum payment is \$6, independent of your actual score. In other words, you can **earn between \$6 to \$18 for completing this study.**

You are free to abandon the study at any point. Note that we will only be able to compensate you if you have completed the full questionnaire.

You may now proceed.

Q666 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Instructions_fieldincentive_info

Start of Block: Instructions_content_treatment

Q659

Instructions and Compensation

In this study, we will ask you to choose between a set of Ted talks. Each Ted talk relates to a specific topic and lasts up to 12 minutes.

You will see basic information about the presentations and then we will ask you to choose your three most preferred presentations **and rank them in order of preference**:

- 1 for your most preferred,
- 2 for the second most preferred and
- 3 for the third most preferred.

One of the three talks will then be selected for you to watch and you will then be asked to answer questions related to the presentation.

The rank you assign to a presentation will determine the chances that you will see this presentation. We will roll a die and the presentation will be chosen as follows:

| | Outcome of die roll | Talk chosen |
|---|---------------------|-------------|
| | 1, 2 or 3 | 1st ranked |
| | 4 or 5 | 2nd ranked |
| 6 | | 3rd ranked |

Hence, the higher you rank a presentation, the more likely it is that you will get to watch this presentation.



Q742 If you rank a presentation as 3, what is the chance you will actually see it?

- 1 out of 6 (1)
- 2 out of 3 (2)
- 3 out of 6 (3)

Page Break

Q655

We will ask you to answer questions about the talk.

IMPORTANT: Part of your earnings will depend on your answers to **4 questions** (worth \$3 each) about the talk.

Each question will ask you specific questions about the **contents of the talk**. Note that these questions are easier to answer if you have some expertise in the topic.

So PAY ATTENTION TO WHAT IS BEING SAID!

Page Break

Q646

Your payment will depend on the following elements: **The quality of the presentation (from \$0 to \$5.0).** All presentations have been graded/reviewed by experts in the field of the presentation on a quality scale from 0 to 5 (5 being the highest). You will be paid the rating in dollars. Hence, you get **\$1** for each point on the scale for the presentation that you end up watching. That is, you have an incentive to **pick the presentation that you think is the best.** **Correct answers (from \$0 to \$12).** Your answers to the questions asked after the presentation. You will earn **\$3 per question answered correctly.** The minimum payment is \$6, independent of your actual score. In other words, you can **earn between \$6 to \$17 for completing this study.**

You are free to abandon the study at any point. Note that we will only be able to compensate you if you have completed the full questionnaire. You may now proceed.

Q667 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: Instructions_content_treatment

Start of Block: Instructions_genderincentive_content

Q660

Instructions and Compensation

In this study, we will ask you to choose between a set of Ted talks. Each Ted talk relates to a specific topic and lasts up to 12 minutes.

You will see basic information about the presentations and then we will ask you to choose your three most preferred presentations **and rank them in order of preference:**

1 for your most preferred,

2 for the second most preferred and

3 for the third most preferred.

One of the three talks will then be selected for you to watch and you will then be asked to answer questions related to the presentation.

The rank you assign to a presentation will determine the chances that you will see this presentation. We will roll a die and the presentation will be chosen as follows:

| | Outcome of die roll | Talk chosen |
|---|---------------------|-------------|
| | 1, 2 or 3 | 1st ranked |
| | 4 or 5 | 2nd ranked |
| 6 | 3rd ranked | |

Hence, the higher you rank a presentation, the more likely it is that a you will get to watch this presentation.



Q743 If you rank a presentation as 3, what is the chance you will actually see it?

- 1 out of 6 (1)
- 2 out of 3 (2)
- 3 out of 6 (3)

Page Break

text_contents_instr

We will ask you to answer questions about the talk.

IMPORTANT: Part of your earnings will depend on your answers to **4 questions** (worth \$3 each) about the talk.

Each question will ask you specific questions about the **contents of the talk**. Note that these questions are easier to answer if you have some expertise in the topic.

So PAY ATTENTION TO WHAT IS BEING SAID!

Page Break

Q667

Your payment will depend on the following elements: **The quality of the presentation (from \$0 to \$5.0).** All presentations have been graded/reviewed by experts in the field of the presentation on a quality scale from 0 to 5 (5 being the highest). You will be paid the rating in dollars. Hence, you get **\$1** for each point on the scale for the presentation that you end up watching. That is, you have an incentive to **pick the presentation that you think is the best.** **Correct answers (from \$0 to \$12).** Your answers to the questions asked after the presentation. You will earn **\$3 per question answered correctly.**

Presentation by a woman (plus \$1).

You will receive a bonus of \$1 if the presentation you watch is **by a woman.** The minimum payment is \$6, independent of your actual score. In other words, you can **earn between \$6 to \$18 for completing this study.**

You are free to abandon the study at any point. Note that we will only be able to compensate you if you have completed the full questionnaire.

You may now proceed.

Q668 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: Instructions_genderincentive_content

Start of Block: Instructions_fieldincentive_content

Q661

Instructions and Compensation

In this study, we will ask you to choose between a set of Ted talks. Each Ted talk relates to a specific topic and lasts up to 12 minutes.

You will see basic information about the presentations and then we will ask you to choose your three most preferred presentations **and rank them in order of preference:**

1 for your most preferred,

2 for the second most preferred and

3 for the third most preferred.

One of the three talks will then be selected for you to watch and you will then be asked to

answer questions related to the presentation.

The rank you assign to a presentation will determine the chances that you will see this presentation. We will roll a die and the presentation will be chosen as follows:

| | Outcome of die roll | Talk chosen |
|---|---------------------|-------------|
| | 1, 2 or 3 | 1st ranked |
| | 4 or 5 | 2nd ranked |
| 6 | 3rd ranked | |

Hence, the higher you rank a presentation, the more likely it is that a you will get to watch this presentation.



Q744 If you rank a presentation as 3, what is the chance you will actually see it?

- 1 out of 6 (1)
- 2 out of 3 (2)
- 3 out of 6 (3)

Page Break

Q650

We will ask you to answer questions about the talk.

IMPORTANT: Part of your earnings will depend on your answers to **4 questions** (worth \$3 each) about the talk.

Each question will ask you specific questions about the **contents of the talk**. Note that these questions are easier to answer if you have some expertise in the topic.

So PAY ATTENTION TO WHAT IS BEING SAID!

Page Break

Display This Question:

If female_field = Environment

Q671

Your payment will depend on the following elements: **The quality of the presentation (from \$0 to \$5.0).** All presentations have been graded/reviewed by experts in the field of the presentation on a quality scale from 0 to 5 (5 being the highest). You will be paid the rating in dollars. Hence, you get **\$1** for each point on the scale for the presentation that you end up watching. That is, you have an incentive to **pick the presentation that you think is the best.** **Correct answers (from \$0 to \$12).** Your answers to the questions asked after the presentation. You will earn **\$3 per question answered correctly.** **Presentation in the field of Environment (plus \$1).** You will receive a bonus of \$1 if the presentation you watch is **in the field of Environment**. The minimum payment is \$6, independent of your actual score. In other words, you can **earn between \$6 to \$18 for completing this study.**

You are free to abandon the study at any point. Note that we will only be able to compensate you if you have completed the full questionnaire.

You may now proceed.

Display This Question:

If female_field = Health

Q672

Your payment will depend on the following elements: **The quality of the presentation (from \$0.5 to \$5.0).** All presentations have been graded/reviewed by experts in the field of the presentation on a quality scale from 0.5 to 5 (5 being the highest). You will get **\$1** for each point on that scale for the presentation that you will end up watching. That is, you have an incentive to **pick the presentation that you think is the best.** **Correct answers (from \$0 to \$12).** Your answers to the questions asked after the presentation. You will earn **\$3 per question answered correctly.** **Presentation in the field of Health (plus \$1).** You will receive a bonus of \$1 if the presentation you watch is **in the field of Health**.

The minimum payment is \$6, independent of your actual score. In other words, you can **earn between \$6 to \$18 for completing this study.**

You are free to abandon the study at any point. Note that we will only be able to compensate you if you have completed the full questionnaire.

You may now proceed.

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Page Break

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video_choice Presentations:
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video_choice Presentations:
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video_choice Presentations:
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- [Business:] The little risks you can take to increase your luck.** Summary: Luck is rarely a lightning strike, isolated and dramatic -- it's much more like the wind, blowing constantly. Catching more of it is easy but not obvious. In this insightful talk, this Stanford

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[Tech:] The future of machines that moves like animals. Summary: Imagine a boat that propels by moving its "tail" from side to side, just like a fish. That's the kind of machine that this TED Fellow's lab builds: soft-bodied robots that imitate natural movements with artificial, silent muscles. He lays out his vision for machines that take on mesmerizing new forms, made of softer and more lifelike materials -- and capable of discovering unknown parts of the world. (7)

[Tech:] Super speed, magnetic levitation and the vision behind the superloop. Summary: What if your hour-long commute was reduced to just minutes? That's the promise of the hyperloop: a transit system designed around a pod that zooms through a vacuum-sealed space (roughly the size of a subway tunnel) at hyper-speed, powered by next-generation batteries and state-of-the-art magnetic levitation. In the visionary talk this speaker, the hyperloop's very first passenger, shares how this zipping innovation could launch us into a faster, cleaner future of transportation. (8)

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End of Block: Videos_HEALTH1_TECH 1

Start of Block: Video_HEALTH 2_TECH 1

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Page Break

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Video_Choice Presentations:
(pick your top 3)

- [Health:] Why the hospital of the future will be your home.** Summary: Nobody likes going to the hospital, whether it's because of the logistical challenges of getting there, the astronomical costs of procedures or the alarming risks of complications like antibiotic-resistant bacteria. But what if we could get the lifesaving care provided by hospitals in our own homes? This health care futurist shows how advances in technology are making home care a cheaper, safer and more accessible alternative to hospital stays. (1)
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- [Health:] The tiny balls of fat that could revolutionize medicine** Summary: What if you were holding life-saving medicine ... but had no way to administer it? Zoom down to the nano level with this engineer as she gives a breakdown of the little fatty balls (called lipid nanoparticles) perfectly designed to ferry cutting-edge medicines into your body's cells. Learn how her work is already powering mRNA-based COVID-19 vaccines and forging the path for future therapies that could treat Ebola, HIV and even cancer. (4)
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Carry Forward Selected Choices from "Presentations: (pick your top 3)"



h2t1Video_Rank Now, rank the videos that you chose from 1 to 3. Remember that the rank you assign to a presentation will determine the chances you will see this presentation.

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End of Block: Video_HEALTH 2_TECH 1

Start of Block: Video_HEALTH 1_TECH 2

video_intro There are 8 presentations (5-to-12 minutes each) on 8 different topics, with four focusing on health and the other four focusing on technology.

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Page Break

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Click Count (4)



video_choice Presentations:
(pick your top 3)

- [Health:] What's the connection between sleep and Alzheimer's disease?** Summary: Does not getting enough sleep lead to Alzheimer's disease? This sleep scientist explains the relationship between the two -- and how researchers are exploring how to use sleep to decrease our chances of developing this condition. (1)
- [Health:] Can you actually boost your immune system? Here's the truth.** Summary: Take vitamin C supplements when you feel a cold coming on? The problem is, you can't actually "strengthen" your immune system, says this doctor. Diving into the elegant network of cells, tissues and organs that protect us every day, she introduces two kinds of immunity that specialize in recognizing and fighting off bad bacteria, viruses, fungi and toxins -- and shares what you can do to keep your immune system healthy. (2)
- [Health:] A new class of drug that could prevent depression and PTSD.** Summary: Current treatments for depression and PTSD only suppress symptoms, if they work at all. What if we could prevent these diseases from developing altogether? This neuroscientist and TED Fellow shares the story of her team's accidental discovery of a new class of drug that, for the first time ever, could prevent the negative effects of stress -- and boost a person's ability to recover and grow. Learn how these resilience-enhancing drugs could change the way we treat mental illness. (3)
- [Health:] How we could teach our bodies to heal faster.** Summary: What if we could help our bodies heal faster and without scars, like Wolverine in X-Men? This TED Fellow is working to make this dream a reality by developing new biomaterials that could change how our immune system responds to injuries. In this quick talk, she shows the different ways these products could help the body regenerate. (4)
- [Tech:] Could a Saturn moon harbor life?** Summary: This planetary scientist shares exciting new findings from the Cassini spacecraft's recent sweep of one of Saturn's

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Carry Forward Selected Choices from "Presentations: (pick your top 3)"



h1t2video_ranking Now, rank the videos that you chose from 1 to 3. Remember that the rank you assign to a presentation will determine the chances you will see this presentation.

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End of Block: Video_HEALTH_1_TECH 2

Start of Block: Video_HEALTH2_TECH2

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Page Break

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(pick your top 3)

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End of Block: Video_HEALTH2_TECH2

Start of Block: which_video_displayed

Q745

We have now rolled the dice.

Your video choice # `#{e://Field/which_vid}` has been chosen.

Please proceed to watch the video.

End of Block: which_video_displayed

Start of Block: Environment Video: The next global agricultural revolution

Q151

timevideo Timing

First Click (1)

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End of Block: Environment Video: The next global agricultural revolution

Start of Block: Environment Video: How to Heat

Q604 Timing

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vid_howtoheat

End of Block: Environment Video: How to Heat

Start of Block: Environment Video: Let's not use Mars as a backup planet

Q605 Timing

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Click Count (4)

Let's not use Mars a

End of Block: Environment Video: Let's not use Mars as a backup planet

Start of Block: Environment Video: The invisible life hidden beneath Antarctica's ice

Q606 Timing
First Click (1)
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Q153

End of Block: Environment Video: The invisible life hidden beneath Antarctica's ice

Start of Block: Environment Video: A new way to "grow" islands and coastlines

Q607 Timing
First Click (1)
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Q155

End of Block: Environment Video: A new way to "grow" islands and coastlines

Start of Block: Environment Video: Why I still have hope for coral reefs

Q608 Timing
First Click (1)
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Click Count (4)

Q154

End of Block: Environment Video: Why I still have hope for coral reefs

Start of Block: Environment Video: Architecture that repairs itself?

Q609 Timing
First Click (1)
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Click Count (4)

Q156

End of Block: Environment Video: Architecture that repairs itself?

Start of Block: Environment Video: Ancient Arctic Carbon Threatens Everyone

Q610 Timing
First Click (1)
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Q157

End of Block: Environment Video: Ancient Arctic Carbon Threatens Everyone

Start of Block: Health Video: Connection between sleep and Alzheimer's disease

Q611 Timing
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Click Count (4)

Q159

End of Block: Health Video: Connection between sleep and Alzheimer's disease

Start of Block: Health Video: Can you actually boost your immune system

Q612 Timing
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Q158

End of Block: Health Video: Can you actually boost your immune system

Start of Block: Health Video: A new class of drug

Q613 Timing
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Click Count (4)

Q160

End of Block: Health Video: A new class of drug

Start of Block: Health Video: Teach our bodies to heal faster

Q614 Timing
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Q161

End of Block: Health Video: Teach our bodies to heal faster

Start of Block: Health Video: Why the hospital of the future will be your own home

Q615 Timing
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Page Submit (3)
Click Count (4)

Q164

End of Block: Health Video: Why the hospital of the future will be your own home

Start of Block: Health Video: Are we filtering the wrong microbes?

Q616 Timing
First Click (1)
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Page Submit (3)
Click Count (4)

Q162

End of Block: Health Video: Are we filtering the wrong microbes?

Start of Block: Health Video: Benefits of storytelling

Q617 Timing
First Click (1)
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Click Count (4)

Q163

End of Block: Health Video: Benefits of storytelling

Start of Block: Health Video: Tiny balls of fat

Q618 Timing
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Page Submit (3)
Click Count (4)

Q240

End of Block: Health Video: Tiny balls of fat

Start of Block: Business Video: The little risks you can take to increase your luck

Q619 Timing
First Click (1)
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Q167

End of Block: Business Video: The little risks you can take to increase your luck

Start of Block: Business Video: What Makes a Job "Good"

Q620 Timing
First Click (1)
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Click Count (4)

Q166

End of Block: Business Video: What Makes a Job "Good"

Start of Block: Business Video: Secret to success

Q621 Timing
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Q168

End of Block: Business Video: Secret to success

Start of Block: Business Video: How much your coworkers get paid

Q622 Timing
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Page Submit (3)
Click Count (4)

Q169

End of Block: Business Video: How much your coworkers get paid

Start of Block: Business Video: Housing crisis

Q623 Timing
First Click (1)
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Page Submit (3)
Click Count (4)

Q170

End of Block: Business Video: Housing crisis

Start of Block: Business Video: The single biggest reason why start-ups succeed

Q624 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Q171

End of Block: Business Video: The single biggest reason why start-ups succeed

Start of Block: Business Video: How to make faster decisions

Q625 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Q172

End of Block: Business Video: How to make faster decisions

Start of Block: Business Video: Why working from home is good for business

Q626 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Q173

End of Block: Business Video: Why working from home is good for business

Start of Block: Tech Video: Discovery of Exoplanets

Q627 Timing
First Click (1)
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Page Submit (3)
Click Count (4)

Q174

End of Block: Tech Video: Discovery of Exoplanets

Start of Block: Tech Video: How humanity can reach the stars

Q628 Timing
First Click (1)
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Page Submit (3)
Click Count (4)

Q175

End of Block: Tech Video: How humanity can reach the stars

Start of Block: Tech Video: The Future of Machines

Q629 Timing
First Click (1)
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Click Count (4)

Q176

End of Block: Tech Video: The Future of Machines

Start of Block: Tech Video: Super speed

Q630 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Q177

End of Block: Tech Video: Super speed

Start of Block: Tech Video: Could a Saturn moon harbor life?

Q631 Timing
First Click (1)
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Page Submit (3)
Click Count (4)

Q178

End of Block: Tech Video: Could a Saturn moon harbor life?

Start of Block: Tech Video: Mars improves life on Earth

Q632 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Q179

End of Block: Tech Video: Mars improves life on Earth

Start of Block: Tech Video: Tiny satellites

Q633 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Q180

End of Block: Tech Video: Tiny satellites

Start of Block: Tech Video: How to control someone else's arm with your brain

Q634 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Q181

End of Block: Tech Video: How to control someone else's arm with your brain

Start of Block: Health 1A- Can you actually boost your immune system? Here's the truth

Q1 What does the innate immunity do?

- Protect babies (1)
 - Protect us when viruses are born (2)
 - Keeps invaders out or neutralizes them upon entry (3)
 - Responds to antigens (4)
-

Q2 What are antigens?

- unique carbohydrates on the surface of pathogens (1)
 - unique proteins on the surface of pathogens (2)
 - unique proteins on the surface of B cells (3)
 - unique proteins on the surface of viruses (4)
-

Q3 When are vitamin supplements necessary?

- They are necessary to maintain a healthy immune system (1)
 - They are never required; supplementary just means optional (2)
 - Vitamin supplements are only needed if you have a true real deficiency. (3)
 - They should be taken once daily, and twice if one has high blood pressure (4)
-

Q4 What specialised white blood cells does the adaptive immune system attack?

- Lymphocytes (1)
 - Chondrocytes (2)
 - Melanocytes (3)
 - Vascular endothelial cells (4)
-

Q671 Timing

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End of Block: Health 1A- Can you actually boost your immune system? Here's the truth

Start of Block: SCR Health 1A: Can you actually boost your immune system? Here's the truth.

Q1 Which sentence was said?

- You can think of the immune system in two broad terms, innate immunity and adaptive immunity. (1)
 - You can think of the digestive system in two broad terms, innate digestion and adaptive digestion. (2)
 - You can think of the immune system in three broad terms, innate immunity, adaptive immunity, and robust immunity. (3)
 - You can think of the immune system in two broad terms, natural immunity and hereditary immunity. (4)
-

Q2 Which sentence was said?

- When doctors say "boost the immune system," what are they prescribing? (1)
 - When people say "eat healthier", does this help boost the immune system? (2)
 - When people say "boost the immune system," what do they even mean? (3)
 - When experts suggest that you "boost the immune system," what factors help you do so? (4)
-

Q3 Which sentence was said?

- Modern medicine is truly genius. (1)
 - Radiology and machines are truly innovative. (2)
 - Viruses are truly adaptive. (3)
 - Vaccines are truly genius. (4)
-

Q4 Which sentence was said?

- If you want a healthy immune system, you must get at least 8 hours of sleep. (1)
 - If you want a healthy immune system, don't smoke and try to get enough sleep. (2)
 - If you don't smoke, then you are more likely to have a healthy immune system. (3)
 - If you do not want to damage your immunity, wash your hands, eat healthy, and get plenty of sleep. (4)
-

Q672 Timing
First Click (1)
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End of Block: SCR Health 1A: Can you actually boost your immune system? Here's the truth.

Start of Block: Health 1B- What's the connection between sleep and Alzheimer's disease?

Q1 What are the two sleep disorders mentioned in the video?

- Narcolepsy and insomnia (1)
 - Resting Sleep Disorder (RSL) and narcolepsy (2)
 - Resting Sleep Disorder (RSL) and insomnia (3)
 - Insomnia and sleep apnea (4)
-

Q2 What cells make up the glymphatic system?

- Myocytes (1)
 - Glial cells (2)
 - Neuroglial cells (3)
 - Langerhans cells (4)
-

Q3 Which protein was found to be linked with Alzheimer's?

- Beta-amyloid, but it is not toxic (1)
 - Beta-galactosidase, and it is toxic (2)
 - Beta-amyloid, and it is toxic (3)
 - Beta-galactosidase, but it is not toxic (4)
-

Q4 What animals were experimented on to test the association between sleep and Alzheimer's?

- Mice (1)
 - Rats (2)
 - Rabbits (3)
 - Insects (various) (4)
-

Q673 Timing
First Click (1)
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End of Block: Health 1B- What's the connection between sleep and Alzheimer's disease?

Start of Block: SCR Health 1B: What's the connection between sleep and Alzheimer's disease?

Q1 Which sentence was said?

- We also know that two sleep disorders, including insomnia and sleep apnea, or heavy snoring, are associated with a significantly higher risk of Alzheimer's disease in late life. (1)
 - We also know that getting at least 7 hours of sleep is associated with a significantly lower risk of Alzheimer's disease in late life. (2)
 - We also know that insomnia and sleep apnea are associated with a significantly higher risk of memory loss past the age of 65. (3)
 - We also know that Alzheimer's disease is related to two sleep disorders, including insomnia and sleep apnea, yet doctors don't yet know the extent of this relation. (4)
-

Q2 Which combination of sentences was said?

- They prove causality. But more recently, we actually have identified even more evidence. (1)
 - They don't prove causality. But more recently, doctors have proven that there is significant association. (2)
 - But more recently, we actually have identified that there is a causal relationship between sleep apnea and older age. (3)
 - They don't prove causality. But more recently, we actually have identified that causal evidence. (4)
-

Q3 Which sentence was said?

- Well, several years ago, a scientist called Maiken Nedergaard made a remarkable discovery. (1)
 - Well, decades ago, a scientist called Maiken Nedergaard made a game-changing discovery. (2)
 - Well, several years ago, a scientist called Michael Faraday made a remarkable discovery. (3)
 - Well, several years ago, a scientist called Michael Faraday made a discovery that changed everything. (4)
-

Q4 Which sentence was said?

- It's called the immune system. (1)
 - It's called the digestive system. (2)
 - It's called the circadian system. (3)
 - It's called the lymphatic system. (4)
-

Q674 Timing
First Click (1)
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End of Block: SCR Health 1B: What's the connection between sleep and Alzheimer's disease?

Start of Block: Health 1C- A new class of drug that could prevent depression and PTSD

Q1 When and where were the first antidepressants made?

- Gun ammunition from WWI (1)
 - Left over rocket fuel from WWII (2)
 - Truck fuel from WWI (3)
 - Gun metal from WWII (4)
-

Q2 What was the first vaccine discovered to prevent against?

- Tuberculosis (1)
 - Chicken pox (2)
 - Hepatitis A (3)
 - Smallpox (4)
-

Q3 According to the TED Talk, what do high levels of stress hormones induce in mice?

- Suicidal Behavior (1)
 - Depressive Behaviour (2)
 - Insomnia (3)
 - Mood Swings (4)
-

Q4 What is the global cost of depression at the time of the video?

- Five trillion dollars per year (1)
 - Three trillion dollars per year (2)
 - 500 billion dollars per year (3)
 - 300 billion dollars per year (4)
-

Q675 Timing
First Click (1)
Last Click (2)
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Click Count (4)

End of Block: Health 1C- A new class of drug that could prevent depression and PTSD

Start of Block: SCR Health 1C: A new class of drug that could prevent depression and PTSD

Q1 Which sentence was said?

- So the first antidepressants were made from, of all things, rocket fuel, left over after World War I. (1)
 - So the first antidepressants were made from, of all things, rocket fuel, left over after World War II. (2)
 - So the first antidepressants were made from, of all things, gun ammunition, left over after World War II. (3)
 - So the first antidepressants were made from, of all things, gun ammunition, left over after World War I. (4)
-

Q2 Which sentence was said?

- In 1897, when Gabriel Jenner discovered the first vaccine -- it happened to be for shingles-- he didn't just discover a prophylactic for a disease, but a whole new way of thinking: that medicine could prevent disease. (1)
 - In 1897, when Edward Jenner discovered the first vaccine -- it happened to be for shingles -- he didn't just discover a prophylactic for a virus, but a whole new way of thinking: that medicine could prevent virus. (2)
 - In 1798, when Edward Jenner discovered the first vaccine -- it happened to be for smallpox -- he didn't just discover a prophylactic for a disease, but a whole new way of thinking: that medicine could prevent disease. (3)
 - In 1798, when Gabriel Jenner discovered the first vaccine -- it happened to be for smallpox -- he didn't just discover cells evident in viruses, but a whole new way of thinking: that vaccines could prevent viruses. (4)
-

Q3 Which sentence was said?

- The global cost of depression alone is over three trillion dollars per year. (1)
 - The domestic cost of depression alone is over three trillion dollars per year. (2)
 - The global cost of depression alone is over five trillion dollars per year. (3)
 - The global cost of depression alone is over two billion dollars per year. (4)
-

Q4 Which sentence was said?

- After Jenner discovered the smallpox vaccine, a lot of other vaccines rapidly followed. But it was over 100 years before a smallpox vaccine was widely available. (1)
 - After Jenner discovered the chicken pox vaccine, a lot of other vaccines rapidly followed. But it was over 150 years before a tuberculosis vaccine was produced by scientists. (2)
 - After Jenner discovered the smallpox vaccine, a lot of other vaccines rapidly followed. But it was over 150 years before a tuberculosis vaccine was widely available. (3)
 - After Jenner discovered the tuberculosis vaccine, a lot of other vaccines rapidly followed. But it was over 100 years before it became available in pharmacies. (4)
-

Q676 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Health 1C: A new class of drug that could prevent depression and PTSD

Start of Block: Health 1D- How we could teach our bodies to heal faster

Q1 What body part can humans regrow?

- Liver (1)
 - None (2)
 - Kidney (3)
 - Pyramidalis (4)
-

Q2 What happens when our body sustains an injury?

- Bacteria fills the injury until its half-life is reached-- only then does healing occur (1)
 - Immune cells rush toward the injury (2)
 - Red and white blood cells compete to infect and heal the wound (3)
 - Immune cells rush off towards the infection to fight bacteria (4)
-

Q3 Which type of cells are vital to wound healing?

- The helper T cells (1)
 - The helper V cells (2)
 - Red blood cells (3)
 - Epithelial cells (4)
-

Q4 What happens if cells do not help to heal the wound?

- Healing is prolonged at double the normal rate. (1)
 - Instead of healthy muscle, our muscle develops fat cells inside of it. (2)
 - Muscle is regained, but at only 75% strength. (3)
 - Hospital assistance is likely to be needed. (4)
-

Q677 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Health 1D- How we could teach our bodies to heal faster

Start of Block: SCR Health 1D: How do we teach our bodies to heal faster?

Q1 Which sentence was said?

- We discovered a specific type of immune cell, the helper V cell, was present inside that material that we implanted and absolutely critical for regeneration of cells. (1)
 - I discovered a specific type of immune cell, the helper T cell, was present inside that material—material that was critical for muscle growth. (2)
 - I discovered numerous types of immune cells, one of which was called the helper V cell. (3)
 - I discovered a specific type of immune cell, the helper T cell, was present inside that material that I implanted and absolutely critical for wound healing. (4)
-

Q2 Which sentence was said?

- Now, just like the weather affects our daily activities, like going for a run or staying inside and binge-watching an entire TV show on Netflix, the immune environment of a scaffold affects the way that our stem cells grow and develop. (1)
 - Now, just like the weather affects our daily activities, like going for a swim or staying inside and binge-watching an entire TV show on Hulu, the immune environment of a scaffold affects the distribution of our red and white blood cells. (2)
 - The immune environment of a scaffold affects the way that our stem cells grow and develop, as doctors say this is critical to the distribution of red and white blood cells. (3)
 - Now, just like the weather affects our daily activities, like going for a run or staying inside and binge-watching an entire TV show on Netflix, stem cell growth and adaptations also affect our overall health and immunity every day. (4)
-

Q3 Which sentence was said?

- So in other words, we can orchestrate this Broadway show of cells by giving them the correct stage, cues and props that can be changed for different tissues, just like a producer would change the set for "Footloose" versus "Hamilton." (1)
 - So in other words, cells can be changed for different tissues, in which some probably have not even been discovered yet. (2)
 - So in other words, we can orchestrate this Broadway show of cells by giving them the correct stage, cues and props that can be changed for different tissues, just like a producer would change the set for "Les Mis" versus "Little Shop of Horrors." (3)
 - So in other words, we can orchestrate this Broadway show of cells by changing different ensembles, actors, stages, cues, and props. (4)
-

Q4 Which sentence was said?

- But with these advances, and working with our immune system to help build tissue and heal wounds, we could begin seeing products on the market that work with our body's defense system to help us regenerate, and maybe one day be able to keep pace with a starfish. (1)
 - But with these advances, and working with our immune system to help build tissue and heal wounds, we could begin seeing products on the market that work with our body's defense system to help us regenerate, and maybe one day be able to keep pace with a salamander. (2)
 - Our immune system helps build tissue and heal wounds, but humans' regeneration processes will never be that of a starfish. (3)
 - Our immune system helps build tissue and heal wounds, but humans' regeneration processes will never be that of a salamander. (4)
-

Q678 Timing
First Click (1)
Last Click (2)
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Click Count (4)

End of Block: SCR Health 1D: How do we teach our bodies to heal faster?

Start of Block: Health 2A- Are we filtering the wrong microbes?

Q1 What percent of life of a human in the developed world is spent indoors?

- More than 90% (1)
 - Between 60-69% (2)
 - Between 70-79% (3)
 - Between 80-89% (4)
-

Q2 How does the amount of energy used by offices and hospitals compare?

- Hospitals and office buildings use about the same amount of energy. (1)
 - Hospitals use two and a half times the amount of energy as office buildings. (2)
 - Hospitals use one and a half times the amount of energy as office buildings. (3)
 - Office buildings use two times the amount of energy as hospitals. (4)
-

Q3 What statement is true about mechanically ventilated air?

- Mechanically ventilated air is very similar to outdoor air. (1)
 - Government regulations require air conditioning to have filters to protect humans from disease. (2)
 - Mechanically ventilated air has microbes on it that are commonly associated with the skin, mouth and spit of humans. (3)
 - Humans have been building air ventilation machines since the start of 1704. (4)
-

Q4 What is the relationship between mechanically ventilated air and encountering a potential pathogen?

- Higher probability of encountering a potential pathogen in mechanically ventilated air than in outdoor air. (1)
 - Lower probability of encountering potential pathogen in mechanically ventilated air than in outdoor air. (2)
 - Equal probability of encountering a potential pathogen in mechanically ventilated air as in outdoor air. (3)
 - There is no evidence on the relationship. (4)
-

Q679 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: Health 2A- Are we filtering the wrong microbes?

Start of Block: SCR Health 2A: Are we filtering the wrong microbes?

Q1 Which sentence was said?

- And today, architects and biologists are working together to explore smart building design that will create healthy buildings for us. (1)
 - And today, doctors and biologists are working together to explore smarter vaccines to filter microbes. (2)
 - And today, architects and engineers are working together to explore smart building design that will create environmentally friendly buildings for us. (3)
 - And today, architects and biologists are working together to explore designs that create healthy and safe hospitals. (4)
-

Q2 Which sentence was said?

- At the Botanical and Environment Center, we carried out a study in a laboratory where we sampled air and pulled microbes in the air and we looked at thirty different types of rooms. (1)
 - At the Botanical and Environment Center, we carried out a study in a hospital where we pulled the DNA out of microbes in the air, and doctors found that the strands were similar to our DNA. (2)
 - At the Biology and the Built Environment Center, doctors carried out a study in a hospital where they sampled microbes, placing the test tubes in three separate rooms. (3)
 - At the Biology and the Built Environment Center, we carried out a study in a hospital where we sampled air and pulled the DNA out of microbes in the air and we looked at three different types of rooms. (4)
-

Q3 Which sentence was said?

- If you look at the x-axis of this graph, you'll see that, in the mechanically ventilated air, you have a lower probability of encountering a potential pathogen, or germ, than if you're indoors. (1)
 - If you look at the y-axis of this graph, you'll see that, in the mechanically ventilated air, you have a higher probability of encountering disease-carrying microbes, than if you're isolated. (2)
 - If you look at the y-axis of this graph, you'll see that, in the mechanically ventilated air, you have a higher probability of encountering a potential pathogen, or germ, than if you're outdoors. (3)
 - If you look at the y-axis of this graph, you'll see that, you have a higher probability of encountering a potential pathogen, or germ as time elapses for someone in a congested space. (4)
-

Q4 Which sentence was said?

- And when you're indoors, that type of air has microbes that are commonly associated with dust. (1)
 - And when you're outdoors, that type of air has microbes that are commonly associated with pollen and flowers. (2)
 - And when you're outdoors, that type of air has microbes that are found to be associated with dust that was present indoors. (3)
 - And when you're outdoors, that type of air has microbes that are commonly associated with plant leaves and with dirt. (4)
-

Q680 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Health 2A: Are we filtering the wrong microbes?

Start of Block: Health 2B- The mental health benefits of storytelling for health care workers

Q1 What percent of American medical students are depressed?

- 30% (1)
 - 15% (2)
 - 58% (3)
 - 48% (4)
-

Q2 What does Medicine and the Muse offer to help mitigate adverse mental health impacts?

- Counselling services (1)
 - Storytelling workshops (2)
 - Mental health breaks at work (3)
 - Medications (prescription) (4)
-

Q3 Which person was not introduced to speak in the talk?

- Candace Kim (1)
 - Arifeen Rahman (2)
 - Pablo Romano (3)
 - Franco Curishman (4)
-

Q4 What was the effect of the initiatives taken on medical students?

- Students experienced between a 16 and 25 percent decrease in distress. (1)
 - Students experienced between a 36 and 51 percent decrease in distress. (2)
 - Students unfortunately experienced a 12 percent increase in distress. (3)
 - There was no statistically significant effect. (4)
-

Q681 Timing
First Click (1)
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Page Submit (3)
Click Count (4)

End of Block: Health 2B- The mental health benefits of storytelling for health care workers

Start of Block: SCR Health 2B: The mental health benefits of storytelling for health care worker

Q1 Which sentence was said?

- For the last decade, I've been a writer in residence at the Harvard Medical School. (1)
 - For the last decade, I've been a doctor in residence at the Stanford Medical School. (2)
 - For the last few years, I've been a writer in residence at the Stanford Medical School. (3)
 - For the last few years, I've been a doctor in residence at the Harvard Medical School. (4)
-

Q2 Which sentence was said?

- My job was to teach writing, storytelling and general communication skills to physicians, nurses, medical students and other health care workers. (1)
 - My job was to teach writing, storytelling and general communication skills to English students and other communication majors. (2)
 - My passion was writing and storytelling about medical students and other healthcare workers from my experiences in the field. (3)
 - My job was to teach writing, storytelling and general communication skills to physicians, nurses, medical students and other health care workers—yet I was not always successful in doing so. (4)
-

Q3 Which sentence was said?

- This is critical for all parties. I really think doctors have the most important job. (1)
 - This is scary. Not just for them but for us, too. I really think writers have the most important job. (2)
 - This is essential-- doctors have the most important job, and it is not particularly close. (3)
 - This is scary. Not just for them but for us, too. I really think doctors have the most important job. (4)
-

Q4 Which sentence was said?

- When Kim was a baby, she had to have her arm amputated. (1)
 - When Maite was a baby, she had to have her leg amputated. (2)
 - When Kim was 8 years old, she had to have her leg amputated. (3)
 - When Maite was a teenager, she had to have her arm amputated. (4)
-

Q682 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Health 2B: The mental health benefits of storytelling for health care worker

Start of Block: Health 2C- Why the hospital of the future will be your own home

Q1 What are 64% of Americans said to be doing?

- Avoiding health care due to cost. (1)
 - Cancelling dental visits to save money on doctor visits. (2)
 - Reducing their medical insurance. (3)
 - Investing in hospital equipment that could be used in their own homes. (4)
-

Q2 What is the second highest cause of death within the US?

- Cancer (1)
 - Medical error (2)
 - Car accidents (3)
 - Heart disease (4)
-

Q3 How did we end up with this idea of placing all kinds of sick people together in one big building?

- Ancient Greece (1)
 - Ancient Rome (2)
 - Mesopotamia (3)
 - Mayans (4)
-

Q4 What does Dr. Covinsky, a clinical researcher at the University of California conclude?

- More than half of patients over 85 leave the hospital more disabled than when they came in. (1)
 - Patients over 85 are not receiving proper care, and government regulation must be enacted to get them this care. (2)
 - Hospitals should not mix services in which there is a large age disparity (teenager vs patients over 85). (3)
 - Hospitals should require 24/7 caregivers for patients over 85. (4)
-

Q683 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Health 2C- Why the hospital of the future will be your own home

Start of Block: SCR Health 2C: Why the hospital of the future will be your own home

Q1 Which sentence was said?

- Is it the outstanding food? (1)
 - Is it the exquisite drinks? (2)
 - Is it the crappy food? (3)
 - Is the menu good at this restaurant? (4)
-

Q2 Which sentence was said?

- We are short 250,000 nurses over the next decade. (1)
 - We are short 125,000 doctors over the coming years. (2)
 - We are short 750,000 nurses projected out until 2040. (3)
 - We are short 125,000 nurses over the coming years. (4)
-

Q3 Which sentence was said?

- We invented cat scans, and we even came into this wonderful new era of cell and gene therapies. (1)
 - We invented EKGs, and we even came into this wonderful new era of heart monitoring. (2)
 - We invented pacemakers and X-ray, but the costs for many people are too high to receive treatment without adequate insurance. (3)
 - We invented pacemakers and X-ray, and we even came into this wonderful new era of cell and gene therapies. (4)
-

Q4 Which sentence was said?

- Recent research has shown that 76 percent of hospital care can move to the patient's home. (1)
 - Recent research has shown that 46 percent of hospital care can move to the patient's home. (2)
 - Recent research has shown that 16 percent of hospital care can move to the patient's home. (3)
 - Recent research has shown that hospital care should not take place at the patient's home. (4)
-

Q684 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Health 2C: Why the hospital of the future will be your own home

Start of Block: Health 2D- The tiny balls of fat that could revolutionize medicine

Q1 What does "nano" mean?

- particle (1)
 - small (2)
 - large (3)
 - unique (4)
-

Q2 What is the primary ingredient in our cell membranes?

- phospholipid (1)
 - mRNA (2)
 - DNA (3)
 - chromosomes (4)
-

Q3 How does the TED talk describe cholesterol?

- stiff (1)
 - bouncy (2)
 - spongy (3)
 - strong (4)
-

Q4 PEG is a _____.

- Water-loving molecule (1)
 - Type of lipid (2)
 - Photo-electrode glycomer (3)
 - Common household product (4)
-

Q685 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Health 2D- The tiny balls of fat that could revolutionize medicine

Start of Block: SCR Health 2D: The tiny balls of fat that could revolutionize medicine

Q1 Which sentence was said?

- What if I told you that the pandemic will save the lives of millions of people? (1)
 - What if I told you that the pandemic would cost millions of lives? (2)
 - What if I told you that another pandemic in the next 20 years is not unlikely? (3)
 - What if I told you that the COVID-19 pandemic was deadlier than the Spanish Flu? (4)
-

Q2 Which sentence was said?

- Unfortunately, mRNA is fragile, and our bodies will destroy it before it goes very far. (1)
 - mRNA is very strong, helping our bodies to fight off infection. (2)
 - mRNA and DNA are two separate yet similar things in the field of science. (3)
 - Fortunately, mRNA provides unique strands that help us produce these vaccines for different pandemics. (4)
-

Q3 Which sentence was said?

- Fat is what causes obesity. (1)
 - Fat is an awesome packing material -- nice and bouncy. (2)
 - Fat is a mesmerising material -- the lipids are soft and spherical. (3)
 - Fat-- as hopefully people know-- weighs less than muscle. (4)
-

Q4 Which sentence was said?

- First, there are different types of muscles and there are different types of fats, which are also called lipids. (1)
 - First, there's a lipid called a saturated-lipid. (2)
 - First, there's a lipid called a monolipid. (3)
 - First, there's a lipid called a phospholipid. (4)
-

Q686 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: SCR Health 2D: The tiny balls of fat that could revolutionize medicine

Start of Block: Environment 1A- The next global agricultural revolution

Q1 What is happening as a result of feeding massive doses of antibiotics to farm animals?

- These antibiotics mutate into superbugs that threaten to render antibiotics obsolete. (1)
 - Food production becomes "poisoned", which can result in illness. (2)
 - These animals are at risk of developing life-threatening disease. (3)
 - It is causing farm animal to develop cancer more often. (4)
-

Q2 On our current trajectory, how much more meat will we have to produce to meet demand by 2050?

- 50% more (1)
 - 125-150% more (2)
 - 70-100% more (3)
 - About the same (4)
-

Q3 What does plant based and cell based meat production provide?

- A cheaper product with no need for antibiotics nor an adverse impact on the climate (1)
 - A more expensive product, albeit with environmentally friendly impacts. (2)
 - Harsher farming practices in exchange for less antibiotic use in farm production. (3)
 - A cheaper product with no need for antibiotics but an adverse impact on the climate. (4)
-

Q4 What are the proposed solutions to the global emergencies climate change and antibiotic resistance?

- Reduce meat production by 50% by the year 2030. (1)
 - Make meat from plants and grow it directly from cells. (2)
 - Keep meat production the same but raise plant-based foods by 50% by 2030. (3)
 - Make meat from plants through environmentally sustainable lab practices and additional governmental regulations. (4)
-

Q687 Timing
First Click (1)
Last Click (2)
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Click Count (4)

End of Block: Environment 1A- The next global agricultural revolution

Start of Block: SCR Environment 1A: The next global agricultural revolution

Q1 Which sentence was said?

- In 2019, humanity received a warning: 30 of the world's leading scientists released the results of a massive three-year study into global agriculture and declared that meat production is destroying our planet and jeopardizing global health. (1)
 - In 2018, humanity received a warning: 30 of the world's leading scientists released the results of a massive decade-long study into global agriculture and declared that dairy production is destroying our planet and jeopardizing global health. (2)
 - In 2019, humanity received a warning: 30 of the world's leading scientists released the results of a massive three-year study into global agriculture and declared that crops like corn will go extinct by the end of the century. (3)
 - In 2018, humanity received a warning: 30 of the world's leading scientists released the results of a massive decade long study, stating that climate change is irreversible after 2030. (4)
-

Q2 Which sentence was said?

- The main point of these studies tends to be climate change. (1)
 - The main point of these studies tends to be environmental sustainability. (2)
 - The main point of these studies tends to be antibiotic resistance. (3)
 - The important point of these studies—but not the main point—tends to be political action to encourage environmental sustainability. (4)
-

Q3 Which sentence was said?

- I'm going to get one thing out of the way: I am not here to tell anybody what to watch on tv. (1)
 - I'm going to get one thing out of the way: I am not here to tell anybody what they can and cannot do. (2)
 - I'm going to get one thing out of the way: I am not here to tell anybody what foods to buy. (3)
 - I'm going to get one thing out of the way: I am not here to tell anybody what to eat. (4)
-

Q4 Which sentence was said?

- Which means somebody ate twice as much as me. (1)
 - Which means somebody out there ate 40 pounds of meat. (2)
 - Which means somebody out there ate 400 pounds of meat. (3)
 - Which means somebody out there ate food products that were not environmentally friendly. (4)
-

Q688 Timing
First Click (1)
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Click Count (4)

End of Block: SCR Environment 1A: The next global agricultural revolution

Start of Block: Environment 1B- How to heat your home without hurting the planet

Q1 How is heat generally produced?

- By combusting a fossil fuel (1)
 - From wind energy (2)
 - Microbes trapped in the ozone layer heat the Earth slowly every year (3)
 - Magma flowing underneath the ground rises to the surface (4)
-

Q2 Where are fossil fuels found?

- They tend to be buried less than a kilometer under the Earth's surface. (1)
 - They are mostly underneath the ground, but some can be excavated right on the surface of the Earth. (2)
 - They tend to be buried more than a kilometer under the Earth's surface. (3)
 - Mostly in the southern US and in the Middle East. (4)
-

Q3 What have engineers produced to check for safety defects in natural gas pipelines?

- "Valve checks" (1)
 - "Coral intelligence" (2)
 - "Tree huggers" (3)
 - "Smart pigs" (4)
-

Q4 What is an alternative solution to maintaining home temperatures rather than relying on fossil fuels mentioned in the talk?

- Using “massive amounts” of geothermal energy from the ground (1)
 - Utilising the refineries and the pipelines to better transport fossil fuel energy (2)
 - Harvesting energy from the Arctic Circle (3)
 - Harvesting energy from the seafloor (4)
-

Q689 Timing
First Click (1)
Last Click (2)
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Click Count (4)

End of Block: Environment 1B- How to heat your home without hurting the planet

Start of Block: SCR Environment 1B: How to heat your home without hurting the planet

Q1 Which sentence was said?

- One of the hallmarks of living in a technologically advanced society is even the little details of life that seem mundane end up being astonishing, like the fact that it took only a decade for phones to evolve to what they are today. (1)
- One of the hallmarks of living in a technologically advanced society is even the little details of life that seem mundane end up being astonishing, like the fact that it takes five gallons of water to produce a walnut, or that half the plastic that’s ever been made has been made in the past 15 years. (2)
- One of the hallmarks of living in a technologically advanced society is even the little details of life that seem mundane end up being astonishing, like the fact that it takes five gallons of water to produce an avocado, or that half the plastic that’s ever been made has been made in the past 10 years. (3)
- One of the hallmarks of living in a technologically advanced society is even the little details of life that seem mundane end up being astonishing, like the fact that it takes one scientific discovery to change the vaccine world for the better, or that these medications can be rolled out from China to the US in mass production in a matter of days. (4)

Q2 Which sentence was said?

- Then there's the fact that the substance takes 60 to 600 million years to form from dead plankton. (1)
 - Then there's the fact that the substance takes 5 to 50 million years to form from dead plankton. (2)
 - Then there's the theory that dead plankton formed over millions of years. (3)
 - Then there's the theory that dead plankton decay on the bottom of the sea floor for 60 million years. (4)
-

Q3 Which sentence was said?

- Starting thirty feet under the earth's surface, the ground is awash in kinetic energy. (1)
 - Starting two meters under the earth's surface, the ground is abundant in heat energy, also known as thermal energy. (2)
 - Starting a few feet under the earth's surface, the ground is awash in thermal energy. (3)
 - Starting a few feet above the earth's surface, particles from the ground dissipate up into the atmosphere through a combination of kinetic and thermal energy. (4)
-

Q4 Which sentence was said?

- This new infrastructure is simple, local and inexpensive to operate, and it represents a permanent and wholesale shift away from fossil fuels. (1)
 - This new infrastructure is complex, international and expensive to operate, and it represents a temporary but wholesale shift away from fossil fuels. (2)
 - This new infrastructure is simple, local and inexpensive to operate, and it represents a temporary shift away from fossil fuels. (3)
 - New infrastructure such as this shows that humans are on track to permanently move away from fossil fuels, but there is a lot to be done. (4)
-

Q690 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: SCR Environment 1B: How to heat your home without hurting the planet

Start of Block: Environment 1C- Let's not use Mars as a backup planet

Q1 What does data from NASA's Kepler mission reveal?

- How close other planets are to the Earth. (1)
 - Sizes of planets as well as their distance from their parent star. (2)
 - The topography of planets can be loosely measured from telescopic images. (3)
 - The relative age of a planet as well as the one of the parent star. (4)
-

Q2 How does the Kepler Space telescope work?

- The astrometry method: It detects the motion of a star by making precise measurements of its position on the sky. (1)
 - The transit method: It measures the subtle dimming of stars as planets pass in front of them, blocking just a little bit of that light from reaching us. (2)
 - The radial velocity method: It detects exoplanets by looking for tiny backwards and forwards motions of the central star, due to the changing direction of the gravitational pull from an orbiting exoplanet. (3)
 - A combination of the above. (4)
-

Q3 What is one possible solution to Fermi's paradox is proposed in the talk?

- There is no paradox. (1)
 - Other civilizations are more advanced, and they do not want to contact us. (2)
 - They are too far away to contact. (3)
 - As civilizations become more advanced, they lose sight of safeguarding their home worlds. (4)
-

Q4 What year was Earth's hottest on record according to the talk?

- 2021 (1)
 - 2012 (2)
 - 2014 (3)
 - 2004 (4)
-

Q691 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Environment 1C- Let's not use Mars as a backup planet

Start of Block: SCR Environment 1C: Let's not use Mars as a backup planet

Q1 Which sentence was said?

- NASA's Artemis mission has discovered billions of potential planets around other stars, indicating that Earth is but one of trillions of planets in the Milky Way Galaxy. (1)
 - NASA's Artemis mission has discovered thousands of potential sedimentary structures on Mars, indicating that Earth could be a descendant of Mars. (2)
 - NASA's Kepler mission has discovered thousands of potential planets around other stars, indicating that Earth is but one of billions of planets in our galaxy. (3)
 - NASA's Kepler mission has discovered thousands of potential planets around other stars, yet these other stars are light years away, indicating that Earth could be a descendant of Mars. (4)
-

Q2 Which sentence was said?

- 2019 was the hottest year on record. (1)
 - 2014 was the hottest year on record. (2)
 - 1992 was the coldest year on record. (3)
 - 2013 was the rainiest year on record. (4)
-

Q3 Which sentence was said?

- Even in the driest, highest places on Earth, the air is sweet and thick with oxygen exhaled from thousands of miles away by our rainforests. (1)
 - Even in the wettest, highest places on Earth, the air is heavy and thick with oxygen exhaled from hundreds of miles away by our rainforests. (2)
 - In the highest places on Earth, the air is cold and dry with oxygen exhaled from thousands of miles away by our jet streams. (3)
 - The moisture in rain is thick and filled with oxygen, resembling the atmosphere evident in rainforests throughout the Earth. (4)
-

Q4 Which sentence was said?

- As much as I love international exploration, I deeply disagree with the idea that everyone must travel. (1)
 - As much as I love planetary exploration, I deeply disagree that everyone must have shared political opinion. (2)
 - As much as I love interplanetary exploration, I deeply disagree with this idea. (3)
 - I deeply disagree with the idea that space travel is the only way to "save" the Earth from climate collapse. (4)
-

Q692 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Environment 1C: Let's not use Mars as a backup planet

Start of Block: Environment 1D- The invisible life hidden beneath Antarctica's ice

Q1 What happens when diatoms die?

- Their glass houses sink to the depths of the oceans, accounting for a significant amount of carbon sequestration in the oceans. (1)
 - They sink to the depths of the oceans, where bottom feeders most likely consume them before they fully decay. (2)
 - Their mass becomes lighter, and thus some of the microbes and molecules begin to dissipate while floating up to the ocean surface. (3)
 - Their glass houses sink to the depths of the oceans, but only account for a miniscule amount of carbon sequestration, as most of that occurs through plankton dying. (4)
-

Q2 Where did Ariel Waldman lead a five week expedition to?

- Arctic Circle (1)
 - New Zealand (2)
 - Chile (3)
 - Antarctica (4)
-

Q3 What is the largest area of Antarctica where you can actually see what the continent itself looks like underneath?

- Queen Maud Land (1)
 - Dry Valleys (2)
 - Victoria Land (3)
 - Ross Ice Shelf (4)
-

Q4 How much of Antarctica is covered in ice?

- 86% (1)
 - 98% (2)
 - 100% (3)
 - 76% (4)
-

Q693 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Environment 1D- The invisible life hidden beneath Antarctica's ice

Start of Block: SCR Environment 1D: The invisible life hidden beneath Antarctica's ice

Q1 Which sentence was said?

- Aliens may live on our planet. (1)
 - We live on a planet yet to discover "aliens." (2)
 - Alien life is something that has always intrigued the human race, but has never been discovered. (3)
 - We live on an alien planet. (4)
-

Q2 Which sentence was said?

- Every year, the sea ice nearly doubles the entire size of Antarctica. (1)
 - Each decade, the sea ice nearly triples the entire size of the Arctic Circle. (2)
 - Every decade, nearly half the sea ice melts across the entire size of Antarctica. (3)
 - Every year, Antarctica faces an increase of .2 degrees Celsius, causing the sea ice to slowly melt. (4)
-

Q3 Which sentence was said?

- For every single insect on this planet, there exist 7 billion nematodes. (1)
 - For every single tree on this planet, there exist 7 billion nematodes. (2)
 - For every single human on this planet, there exist 57 billion nematodes. (3)
 - For every single human on this planet, there exist 57 billion combinations of genomes. (4)
-

Q4 Which sentence was said?

- Penguins waddle and glide over the ice, but to truly see this in action, one must visit Antarctica, not the zoo. (1)
 - If you only ever saw a photo of a penguin at a zoo, but you never saw one waddle around and then glide over ice, you wouldn't fully understand penguins. (2)
 - If you only ever saw a photo of a penguin at a zoo, you will see that warmer temperatures are causing their skin to change color. (3)
 - You wouldn't fully understand penguins—they do not just waddle and glide, but they hunt and care for their babies. (4)
-

Q694 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Environment 1D: The invisible life hidden beneath Antarctica's ice

Start of Block: Environment 2A- Why I still have hope for coral reefs

Q1 What happens to the skeletons of dead coral reefs?

- They are overgrown by algae. (1)
 - They are eaten by nearby organisms. (2)
 - Bleaching begins to fade over time. (3)
 - Carbon sequestering and increased bleaching occurs as the remains slowly float to the surface. (4)
-

Q2 How can a coral regrow (if bleached)?

- If enough sunlight can offset the bleaching. (1)
 - If a few polyps survive, they can regrow. (2)
 - If multisys survive, they can regrow. (3)
 - They cannot regrow-- this is why is is so important that we protect them. (4)
-

Q3 When did Kristen Marhaver see one of her "favourite coral babies of all time?"

- Before Hurricane Harvey (1)
 - After Superstorm Sandy (2)
 - After Hurricane Lydia (3)
 - After Hurricane Omar (4)
-

Q4 How much are coral reefs worth?

- Billions of dollars per year (1)
 - Trillions of dollars per year (2)
 - 1 million dollars per year (3)
 - Nothing, because they are dying. (4)
-

Q695 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Environment 2A- Why I still have hope for coral reefs

Start of Block: SCR Environment 2A: Why I still have hope for coral reefs

Q1 Which sentence was said?

- The Southern Great Barrier Reef lost half of its corals in the last decade alone over a distance spanning the entire Pacific Ocean, then bleached again this year, and the bleaching stretched further south. (1)
 - The Northern Great Barrier Reef lost two-thirds of its corals last year over a distance of hundreds of miles, then bleached again this year, and the bleaching stretched further south. (2)
 - The Northern Great Barrier Reef is at risk of ceasing to exist by the time your grandchildren are alive if the pace of catastrophic climate change continues at this rate. (3)
 - The corals in the Great Barrier Reef are being bleached every year—this bleaching is lethal to the ecosystem of the ocean, and right now this impact is stretching further south. (4)
-

Q2 Which sentence was said?

- And after decades of ratcheting human pressure, Caribbean reefs hold one fate—possible extinction. (1)
 - And after centuries of ratcheting human pressure, Caribbean reefs met their fate—bleaching beyond repair. (2)
 - And after centuries of ratcheting environmental and political action, Caribbean reefs hold multiple fates—but their true fate is up to Congress. (3)
 - And after centuries of ratcheting human pressure, Caribbean reefs met one of three fates. (4)
-

Q3 Which combination of sentences was said?

- Plankton have been living on planet Earth for millions of years. They survived the extinction of the dinosaurs. They might never die. (1)
 - Corals have been living on planet Earth since the extinction of the dinosaurs. They're a very old species. (2)
 - Corals have been living on planet Earth for hundreds of millions of years, but only barely survived the extinction of dinosaurs after the asteroid hit our planet 65 million years ago. (3)
 - Corals have been living on planet Earth for hundreds of millions of years. They survived the extinction of the dinosaurs. They're badasses. (4)
-

Q4 Which sentence was said?

- But if you look at the side of this coral a few years later, bleaching is still evident. (1)
 - But if you look at the side of this coral a few days later, scuba divers can see that bleaching dissipates. (2)
 - But if you look at the side of this coral a few years later, this coral is actually healthy again. (3)
 - But if you look at the side of this coral a few years later, this coral is actually nourishing other fish within the reef. (4)
-

Q696 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Environment 2A: Why I still have hope for coral reefs

Start of Block: Environment 2B- A new way to "grow" islands and coastlines

Q1 What is the problem with building sea barriers, according to the talk?

- The static solution is no match for a dynamic high-energy problem. (1)
 - The cost of implementation is too high. (2)
 - There is no problem. (3)
 - Labor is difficult and demanding given the coastal locations and oceans. (4)
-

Q2 What process do the Maldives use to create new islands?

- They build sea walls to protect current islands. (1)
 - One cannot simply "create" new islands. (2)
 - Dredging (3)
 - Terraforming (4)
-

Q3 What percent of the world's population lives in coastal areas?

- More than 50% (1)
 - Less than 30% (2)
 - More than 40% (3)
 - About 50% (4)
-

Q4 What is the "new way" to grow islands, as suggested in the talk?

- Using nature through sandbars (1)
 - Dredging (2)
 - To be determined in the future (3)
 - Using nature through building sea walls (4)
-

Q697 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Environment 2B- A new way to "grow" islands and coastlines

Start of Block: SCR Environment 2B: A new way to "grow" islands and coastlines

Q1 Which sentence was said?

- How do we build smart things without complex electromechanical devices? (1)
 - How do we build complex electromechanical devices? (2)
 - How do we build smart things without complex brain power to do so? (3)
 - How do we build electromechanical devices such as phones and laptops only decades after having no technology at all? (4)
-

Q2 Which sentence was said?

- And the last thing you do when you're approached by someone in a random NYC street is give them money. (1)
 - And the first thing you do when you're approached by someone that you do not know is to introduce yourself politely. (2)
 - And the first thing you do when you're approached by someone in the Maldives is say you want to go on a site visit. (3)
 - And the first thing you do when you're approached by someone in the Maldives is say you want to go on a beach visit. (4)
-

Q3 Which combination of sentences was said?

- As more than 40 percent of the world's population is living in coastal areas, as sea levels rise and as storms get worse and worse, we're going to be more and more underwater. So it's imperative that we solve this pretty demanding problem. (1)
 - More than 40 percent of the world's population is living in coastal areas—if we do not act fast, sea levels will rise, storms will get worse, and entire cities such as Miami will disappear. (2)
 - It's imperative that we solve this demanding problem—the problem that our government is not doing anything about -- climate change, and thus quite literally sinking our coastal cities. (3)
 - More than 40 percent of the world's population is living in coastal areas, which is about the same percentage of people living in impoverished communities across the US. (4)
-

Q4 Which sentence was said?

- Use simple materials like sand: it is easy to adapt and morph within many environments. (1)
 - And so what we're proposing at the lab and with this project specifically is to run at least 10 trial tests to ensure the accuracy of our experiment. (2)
 - Sand is a proposal material at the lab—with this project specifically, it worked better than other materials like graphite and plastic. (3)
 - And so what we're proposing at the lab and with this project specifically is to use simple materials like sand that collaborates with forces in the environment like waves to accumulate and adapt. (4)
-

Q698 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: SCR Environment 2B: A new way to "grow" islands and coastlines

Start of Block: Environment 2C- Architecture that repairs itself?

Q1 What do all buildings have in common today?

- They all use steel-framing (1)
 - CAD design technologies and that titanium is mostly used (2)
 - Standard Technologies and designs that fail to encompass cultures like in the past. (3)
 - They're made using Victorian technologies. (4)
-

Q2 What transition are researchers especially interested in when thinking about sustainable materials?

- The transition from solids to liquids. (1)
 - The transition from kinetic to thermal energy. (2)
 - The transition from inert to living matter. (3)
 - The transition from classical to modern architecture. (4)
-

Q3 What does Rachel Armstrong label the new technology as?

- Biomedical engineering (1)
 - Environmental chemistry. (2)
 - Terrestrial chemistry. (3)
 - Architectural chemistry (4)
-

Q4 What does a protocell do?

- It converts carbon dioxide into carbon monoxide. (1)
 - It fuels carbon dioxide emissions in the atmosphere. (2)
 - It relates to human biological processes. (3)
 - It extracts carbon dioxide out of the atmosphere and turns it into carbonate. (4)
-

Q699 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Environment 2C- Architecture that repairs itself?

Start of Block: SCR Environment 2C: Architecture that repairs itself?

Q1 Which sentence was said?

- So, I'm interested in the use of metabolic materials for the practice of architecture. (1)
 - So, I'm interested in the use of metabolism for the practice of biology. (2)
 - So, I'm interested in the use of metals for the practice of engineering (3)
 - So, I'm interested in the use of design for the practice of artistic creations. (4)
-

Q2 Which sentence was said?

- So, Martin, he works with a system called the protocell. (1)
 - So, Aster, he works with a system associated with the mitochondria. (2)
 - So, Kevin and I, we work with the digestive system. (3)
 - So, doctors and biologists alike, work with architects to understand the links between cells and structure. (4)
-

Q3 Which sentence was said?

- If you walk around the city of Oxford, where we are today, and have a look at the brickwork, which I've enjoyed doing in the last couple of days, you'll actually see that a lot of it is made of limestone. (1)
 - If you bike around NYC, where we are today, and have a look at the skyscrapers, which I've enjoyed doing in the last couple of days, you'll actually see why it is called the Concrete Jungle. (2)
 - If you walk around most cities around the world, you'll actually see that a lot of it is made of different metals and stones, resembling ancient architecture. (3)
 - If you walk around cities such as NYC and Oxford, you'll actually see that limestone is no longer common. (4)
-

Q4 Which sentence was said?

- But perhaps the most scary thing is that technology is taking over the world. (1)
 - But perhaps the most astonishing thing about it is that the driver of this technology is controlled by the top 1%. (2)
 - But perhaps the most exciting thing about it is that the driver of this technology is available everywhere. (3)
 - But perhaps the most exciting thing is that self-repairing materials will be available within a short amount of time. (4)
-

Q700 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Environment 2C: Architecture that repairs itself?

Start of Block: Environment 2D- How ancient Arctic carbon threatens everyone on the planet

Q1 What happens when ancient frozen carbon thaws?

- It changes its chemical state from gas to a liquid. (1)
 - It is released into the atmosphere as greenhouse gases. (2)
 - It sinks into the depths of the oceans. (3)
 - It floats atop the surface of the ocean. (4)
-

Q2 How are policymakers measuring permafrost emissions?

- Policymakers are essentially excluding them. (1)
 - They are misrepresenting the emissions. (2)
 - They are accidentally double counting emissions. (3)
 - They are accidentally triple counting emissions. (4)
-

Q3 How can we drastically improve our estimates of permafrost emissions?

- By installing 100 new monitoring sites in the Arctic. (1)
 - By installing 100 new monitoring sites across the world. (2)
 - By installing 10 new monitoring sites across the world. (3)
 - By installing 10 new monitoring sites in the Arctic. (4)
-

Q4 According to the talk, the United States is the _____ greenhouse-gas emitting country in the world?

- Largest (1)
 - Second-largest (2)
 - Third-largest (3)
 - Fourth-largest (4)
-

Q701 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Environment 2D- How ancient Arctic carbon threatens everyone on the planet

Start of Block: SCR Environment 2D: How ancient Arctic carbon threatens everyone on the planet

Q1 Which sentence was said?

- Trust me when I tell you that working outside at 110 degrees is really, really challenging. (1)
 - Trust me when I tell you that working outside at -40 degrees is really, really challenging. (2)
 - Trust me when I tell you that working outside at -10 degrees is really, really challenging. (3)
 - Trust me when I tell you that carbon is not only threatening our climate, but also our mental health. (4)
-

Q2 Which combination of sentences was said?

- And you know, I want to point out, this is a new phenomena. Arctic residents and scientists have been observing sea ice melting since the start of the 1900s. (1)
 - And you know, I want to point out: carbon dating is useful, carbon emissions are harmful. (2)
 - And you know, I want to point out: Arctic residents and scientists have been using carbon dating practices since the start of the 1900s. (3)
 - And you know, I want to point out, this is not a new phenomena. Arctic residents and scientists have been observing permafrost thaw now for decades. (4)
-

Q3 Which sentence was said?

- Through an ambitious new initiative called Climate Change 2050, we've formed a coalition of Congressmen and environmentalists, to tackle this problem by 2050. (1)
 - Through an ambitious new initiative called Permafrost Pathways, Indigenous knowledge-holders and Arctic and climate policy are going around the world to take samples of permafrost to bring them back to San Francisco for analysis in the lab. (2)
 - We must be ambitious to tackle these climate problems, such as temperature increases and permafrost, before it is too late. (3)
 - Through an ambitious new initiative called Permafrost Pathways, we've formed a coalition of Arctic residents and scientists, Indigenous knowledge-holders and Arctic and climate policy influencers to tackle this problem with the urgency it deserves. (4)
-

Q4 Which sentence was said?

- But the truth is, even with the most ambitious climate action, some permafrost is going to thaw -- that's already happening. (1)
 - But the truth is, some permafrost is never going to thaw. (2)
 - But the truth is, even with the most ambitious climate action, scientists just don't know the true effects of permafrost. (3)
 - Even with the most ambitious climate action, some impacts are already irreversible. (4)
-

Q702 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Environment 2D: How ancient Arctic carbon threatens everyone on the planet

Start of Block: Space F1: What the discovery of exoplanets reveals about the universe.



Q1 What is the most common type of plant in our galaxy?

- A super Earth not in our solar system. (1)
 - A mini Earth not in our solar system. (2)
 - A gaseous planet not in our solar system. (3)
 - Rocky moons that are big enough to qualify as planets. (4)
-



Q2 What might we be able to do with the data from the Kepler mission?

- Find out how planets are made. (1)
 - Find out if there is extraterrestrial life. (2)
 - Find if other planets are habitable. (3)
 - Find other planets that have water. (4)
-



Q3 What specifically does Kepler allow us to do?

- Measure stellar brightness more precisely than ever before. (1)
 - Measure the planetary makeup more precisely than ever before. (2)
 - Measure the solar system more precisely than ever before. (3)
 - Measure the makeup of the sun. (4)
-



Q4 How many planets are likely in our Milky Way galaxy?

- Tens of billions. (1)
 - Tens of millions. (2)
 - Hundreds of millions. (3)
 - Around five billion. (4)
-

Q703 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Space F1: What the discovery of exoplanets reveals about the universe.

Start of Block: SCR Tech Female 1: What the discovery of exoplanets reveals about the universe



Q1 Which combination of sentences was said?

- I joined the Kepler Mission, NASA's grand experiment with putting one of our planet-hunting instruments into space. Monday was my first day on the base in Silicon Valley. It was mostly spent in HR. Tuesday, I sat down and looked at the data for the first time, and I found my first exoplanet. (1)
- I joined the Kepler Mission, NASA's failed experiment with putting one of our planet-hunting instruments into space. I still found no exoplanets. (2)
- I joined the Kepler Mission, NASA's grand experiment with putting one of our planet-hunting instruments into space. I spent the first day learning the basics, and the second day searching for exoplanets. We found one by accident. (3)
- I joined the Kepler Mission, NASA's grand experiment with putting one of our planet-hunting instruments into space. Monday was my first day on the base in Silicon Valley. It was mostly spent learning about exoplanets. Tuesday, a colleague claimed to have found an exoplanet. (4)



Q2 Which sentence was said?

- Kepler made it possible for us to measure stellar brightness much more precisely than we had before. (1)
- Kepler showed that it is impossible to measure stellar brightness and find exoplanets. (2)
- Kepler made it possible for us to analyse black holes like never before. (3)
- Kepler made it possible for us to measure the moon more precisely than we had before. (4)

Page Break



Q3 Which combination of sentences was said?

- I am a planet hunter and library archivist at NASA's Planetary Archive. In March 2022, we confirmed that there are other planets outside our solar system (1)
- I am a planet hunter and keeper of the keys at NASA's Exoplanet Archive. In March 2022, we reached a major milestone in space exploration: 5,000 known exoplanets (2)
- I am a planet hunter and keeper of the keys at NASA's Exoplanet Archive. In March 2002, we reached a major milestone in space exploration: 50 known exoplanets (3)
- I am a planet hunter and keeper of the keys at NASA's Exoplanet Archive. In March 1998, we found another exoplanet. (4)



Q4 Which combination of sentences was said?

- So I spent one year looking for decimal-level changes in these data. And after one year, I'd found one exoplanet! (1)
- So I spent four years looking for decimal-level changes in these data. And after four years, I'd found ... nothing. Zero exoplanets. (2)
- So I spent four years looking for any significant change in the brightness of the supposed exoplanets, and found that there were none. (3)
- So I spent four years looking for decimal-level changes in these data. And after four years, I'd found...nothing. I was able to prove that exoplanets do not exist. (4)

Q704 Timing
First Click (1)
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End of Block: SCR Tech Female 1: What the discovery of exoplanets reveals about the universe

Start of Block: Space F2: Could a Saturn moon harbour life?



Q1 What is the name of the spacecraft mentioned in the talk?

- The Cassini Spacecraft (1)
 - The Calavani Spacecraft (2)
 - The Cavissi Spacecraft (3)
 - The Calamari Spacecraft (4)
-



Q2 What does the discovery of frozen droplets of salt water suggest?

- That water is in contact with rock. (1)
 - That water is innately salty. (2)
 - That water is becoming saltier. (3)
 - That water is in contact with the air. (4)
-



Q3 What is the planet that the moon orbits talked about in the video?

- Saturn (1)
 - Neptune (2)
 - Mars (3)
 - Jupiter (4)
-



Q4 What is the name of the Saturnine moon talked about?

- Enceladus (1)
 - Titan (2)
 - Mimas (3)
 - Epimetheus (4)
-

Q705 Timing
First Click (1)
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End of Block: Space F2: Could a Saturn moon harbour life?

Start of Block: SCR Tech Female 2: Could a Saturn moon harbor life?



Q1 Which sentence was said?

- Two years ago here at TED I reported that we had discovered at Saturn, with the Cassini Spacecraft, an anomalously warm and geologically active region at the southern tip of the small Saturnine moon Enceladus, seen here. (1)
- Two years ago here at TED I reported that we had discovered at Saturn, with the Cassini Spacecraft, an anomalously cold and dead region at the northern tip of the small Saturnine moon Enceladus, seen here. (2)
- Ten years ago here at TED I reported that we had discovered at Saturn, with the Cassini Spacecraft, an anomalously cold and yet active volcano like region at the northern tip of the small Saturnine moon Enceladus, seen here. (3)
- Two years ago here at TED I reported that we had discovered at Saturn, with the Cassini Spacecraft, an anomalously warm and active region on the small Saturnine moon Enceladus indicating some sort of geological activity, like lava. (4)



Q2 Which sentence was said?

- And we are much less confident now than we were two years ago that we might have have on this moon, under the south pole, an environment or a zone that is hospitable to living organisms. (1)
- And we are much more confident now than we were two years ago that there indeed is geological activity, namely lava, present under the south pole. (2)
- And we are much more confident now than we were two years ago that we might indeed have on this moon, under the north pole, an environment that bears alien life. (3)
- And we are much more confident now than we were two years ago that we might indeed have on this moon, under the south pole, an environment or a zone that is hospitable to living organisms. (4)



Q3 Which sentence was said?

- And the tiny lava crystals here now look for all the world like they are frozen droplets of lava, which is a discovery that suggests that not only do jets come from pockets of lava, but that that lava is in contact with a core. (1)
- And the tiny water crystals here now look for all the world like they are frozen droplets of salty water, which indicates that water is present and comes in contact with the rock surfaces. (2)
- And the tiny water crystals here now look for all the world like they are frozen droplets of salty water, which is a discovery that suggests that not only do the jets come from pockets of liquid water, but that that liquid water is in contact with rock. (3)
- And the tiny water droplets here now look for all the world like frozen salt water, showing that they come from jets and air pockets and that the water travels through space. (4)



Q4 Which sentence was said?

- But in the meantime I invite you to imagine the day when we might live in the Saturnine system, and specifically live on Enceladus because our world is becoming increasingly inhabitable. (1)
 - But in the meantime I invite you to imagine the day when we might journey to the Saturnine system, and visit the Enceladus interplanetary geyser park, just because we can. (2)
 - But in the meantime I invite you to imagine the day when we might journey to the Saturnine system, and live in the Enceladus interplanetary lava system once it cools, because we must. (3)
 - But in the meantime I invite you to imagine the day when we can visit and examine the Enceladus interplanetary geyser park to better understand it. (4)
-

Q706 Timing

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End of Block: SCR Tech Female 2: Could a Saturn moon harbor life?

Start of Block: Space M1: How humanity can reach the stars



Q1 What does this talk propose can push the spacecraft like the wind on a sail?

- An array of lasers. (1)
 - Nuclear energy. (2)
 - Fossil fuels. (3)
 - Wind energy. (4)
-



Q2 If we could harness the power of photons, how long would it take to reach the closest star Proxima Centauri?

- Less than 20 years. (1)
 - About 5 months. (2)
 - More than 50 years. (3)
 - About 30 years. (4)
-



Q3 Is it possible to synchronise laser systems?

- Yes in the lab. (1)
 - No, this is not yet possible. (2)
 - There has been some indication that we can, and tests are currently taking place to prove it. (3)
 - The thought of it has been abandoned for safety reasons by the US government. (4)
-



Q4 What is one beauties of the mentioned technology according to the talk?

- It enables planetary defence. (1)
 - It enables us to better measure distances in space. (2)
 - It enables us to breathe in space. (3)
 - It enables us to survive the pressures of space. (4)
-

Q707 Timing
First Click (1)
Last Click (2)
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Click Count (4)

End of Block: Space M1: How humanity can reach the stars

Start of Block: SCR Tech Male 1: How humanity can reach the stars



Q1 Which sentence was said?

- So I have three things on me that you have – I have a watch, a flashlight, and a phone. (1)
- So I have two things on me that you have -- I have a watch, and I have a flashlight, which, if it's not on you, it's on your phone. (2)
- So I have two things on me that you have – I have a watch and flashlight, which if you don't have them individually, you have them within your phone. (3)
- So I have one thing on me that you have – I have a phone. And within that phone, I have access to a watch and flashlight. (4)



Q2 Which combination of sentences was said?

- You do not leave the laser array that produces the light on for the entire journey. For small spacecraft, it's only on for about half the journey, and it's like shooting a gun. (1)
 - You do not leave the laser array that produces the light on for the entire journey. For small spacecraft, it's only on for a few minutes, and then it's like shooting a gun. (2)
 - You must leave the laser array that produces the light on for the entire journey. For small spacecraft, it's essential it's on for the entire journey, and it's like shooting a gun. (3)
 - You do not leave the laser array that produces light on for the entire journey. For small spacecraft, it's not used at all since it's like a shooting gun. (4)
-



Q3 Which sentence was said?

- So when we go to Saturn, for example, with a flyby mission, we are taking videos and samples of Saturn, we're measuring the magnetic field, particle density, and exploring physically. (1)
- So when we go to Jupiter, for example, with a flyby mission, we are taking pictures of Jupiter, we're measuring the magnetic field, the particle density, and we're basically exploring remotely. (2)
- So when we go to Jupiter, for example, with a flyby mission, we send astronauts onto the planet to collect physical samples to understand the magnetic field and particle density. (3)
- So when we go to Mars, for example, with a flyby mission, we are taking pictures of Mars, we're measuring the sunlight exposure and precipitation, and basically exploring remotely. (4)



Q4 Which sentence was said?

- The search for life on other planets would be one of humanity's oldest explorations, and if we can, we should look for extraterrestrial life to hurt humanity forever. (1)
 - The search for life on other planets would be one of humanity's foremost explorations, and if we're able to do so, and actually find life on another planet, it would change humanity forever. (2)
 - The search for life on other planets would be one of humanity's foremost explorations, and if we're able to do so, and actually find life on another planet, we should take precautions so as to not start a space war with an extraterrestrial being. (3)
 - The search for life on other planets would be one of humanity's foremost explorations, and if we're able to do so, and actually find life on another planet, it would allow humanity to expand into space. (4)
-

Q708 Timing
First Click (1)
Last Click (2)
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End of Block: SCR Tech Male 1: How humanity can reach the stars

Start of Block: Space M2: The future of machines that move like animals



Q1 How long has it taken to evolve motors to what they are today?

- 200 years (1)
 - 176 years (2)
 - 95 years (3)
 - 100 years (4)
-

Q2 What does the talk suggest to replace motors with?

- Silent, artificial muscles (1)
 - New, state of the art do-it-all robots (2)
 - Upgraded versions of existing motors (3)
 - More efficient, fully electronic versions (4)
-



Q3 How did the researchers create the hull and spine of the fish mentioned in the talk?

- With 3D printing (1)
 - With handmade, artisan crafts (2)
 - With robots at the factory (3)
 - Careful design and overseas construction (4)
-



Q4 What is the goal behind the idea of replacing motors mentioned in the talk?

- To not pollute nature with loud noises (1)
 - To not pollute nature with litter (2)
 - To be more efficient (3)
 - To offer cheaper alternatives (4)
-

Q709 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Space M2: The future of machines that move like animals

Start of Block: SCR Tech M2: The future of machines that move like animals



Q1 Which sentence was said?

- The constant noise of machines is music for living beings everywhere, both in the ocean, on land, and in the air. (1)
- The constant noise of machines is a pollution that harms all living beings. (2)
- The constant noise of machines causes problems for living beings everywhere, both in the ocean and also on land. (3)
- The constant noise of machines causes problems for living beings on land. (4)



Q2 Which sentence was said?

- I believe we should not rehaul our approach to how we make machines. (1)
- I believe we can and should rehaul our approach to how we make machines. (2)
- I believe that we can and should rehaul our approach to how we make technology. (3)
- I believe that we can and should rehaul our approach to how we think about machines, particularly their societal impact. (4)



Q3 Which sentence was said?

- We were not able to build a robot that swims like a fish because Sophie required a motor and pump. (1)
- Yes, we successfully managed to build a robot that swims like a fish, but... Sophie requires a motor and a pump to properly work. (2)
- Yes, we successfully managed to build a robot that runs like a gazelle, but... Sophie requires legs and a motor to work properly. (3)
- Yes, we successfully managed to build a robot that swims like a shark, but... Sophie requires oxygen to work properly. (4)



Q4 Which sentence was said?

- Our approach creates a continuous design space that allows existing fish designs to compete with new ones, and real fish. (1)
- Our approach creates a continuous design space that interpolates between existing fish designs to create new designs. (2)
- Our approach creates a continuous design space where existing fish designs can be improved upon and updated. (3)
- Our approach creates a continuous design space that interpolates between existing fish designs to create new designs for land robots to compete with land animals. (4)

Q710 Timing
First Click (1)
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Click Count (4)

End of Block: SCR Tech M2: The future of machines that move like animals

Start of Block: Space M3: Super speed, magnetic levitation and the vision behind the hyperloop



Q1 What invention did American physicist Robert Goddard propose?

- Vactrain (1)
- Airplane (2)
- Supersonic train (3)
- Underwater train (4)



Q2 How high can the vehicle in the hyperloop travel?

- 200,000 feet of altitude (1)
 - 100,000 feet of altitude (2)
 - 500,000 feet of altitude (3)
 - 150,000 feet of altitude (4)
-



Q3 What paper did Elon Musk release in 2013?

- "Hyperloop Alpha" (1)
 - "Vactrain Explored" (2)
 - "Life in Space" (3)
 - "Electric Sonic Train" (4)
-



Q4 How many people have ridden the hyperloop up to now according to the video?

- 50 people (1)
 - No one yet (2)
 - 2 people (3)
 - 10 people (4)
-

Q711 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Space M3: Super speed, magnetic levitation and the vision behind the hyperloop

Start of Block: SCR Space/Tech M3:



Q1 Which sentence was said?

- Imagine you're planning a trip up the west coast, but instead of driving, you decide to hop into an aluminum car. (1)
- Imagine you're planning a trip up the coast, but instead of driving, you decide to hop into a vehicle shaped like a giant aluminum can. (2)
- Imagine you're planning a trip up the coast, but instead of driving, you decide to hop into a self driving vehicle. (3)
- Imagine you're planning a trip up the coast, but instead of driving, you decide to hop into an aluminium vehicle that is self driving and allows you to watch a movie. (4)



Q2 Which sentence was said?

- A year after the Wright brothers' historic first flight, another inventor, an American physicist called Robert Goddard, proposed an entirely new form of transportation: the helicopter. (1)
- A year after the Wright brothers' historic first flight, another inventor, an American physicist called Robert Goddard, proposed an entirely new form of transportation: the vactrain. (2)
- A year after the Wright brothers' historic first flight, another inventor, a British engineer called Robert Goddard, proposed an entirely new form of transportation: the electrical subway (3)
- A year after the Wright brothers' historic first flight, another inventor, a British engineer called Robert Goddard, proposed an entirely new type of plane: the jet (4)



Q3 Which sentence was said?

- I hope that the hyperloop system can transform the way we live – we can live where we want to without travel hindering our obligations. (1)
- And so my hope for a hyperloop system is that it can transform the way that we live -- we can live where we want to live, work where we want to work, we can create a world in which your daughter, who lives in Los Angeles, can go surfing in Santa Cruz and be home in time for lunch. (2)
- And so my hope for the hyperloop system is that it can transform the way that we live – we can live wherever because we can work remotely, and create a world where you work in Los Angeles, and live in Santa Cruz. (3)
- And so my hope for the hyperloop system is that it can transform the way that we live – we can live where we want to live, work where we want to work, and create a world that achieves our desires and keeps obligations from getting in the way. (4)



Q4 Which sentence was said?

- This decade started with two people riding on a hyperloop system, and my hope is that by the end of it, you'll ride one too. (1)
 - This decade started with two people riding on a hyperloop system, and my hope is that it will be our new preferred method for transportation. (2)
 - This decade started with no one riding the hyperloop, and I fear that without action the future will stay that way. (3)
 - This decade started with two people riding the hyperloop, and I hope that it will allow us to travel quickly between places in the future. (4)
-

Q712 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: SCR Space/Tech M3:

Start of Block: Space M4: How going to Mars improves life on Earth



Q1 What is the name of the 2020 Mars rover?

- Perseverance (1)
 - Determinated (2)
 - Endurer (3)
 - Emphatic (4)
-

Q2 Which technologies were originally developed for space missions?

- Baby formula (1)
 - Fresh fruit for longer (2)
 - Air travel (3)
 - Touch screen technology (4)
-



Q3 Why is getting humans on Mars important for space exploration?

- It serves as a stepping stone to future exploration. (1)
 - It allows us to mine the Mars for important minerals (2)
 - It allows humanity to expand (3)
 - It serves as a back-door out of Earth in case it dies (4)
-



Q4 What does the talk state MOXIE is hoping to do?

- Support the first human mission to Mars (1)
 - Support the use of mining equipment on Mars (2)
 - Transport minerals from Mars to Earth (3)
 - Save the human race (4)
-

Q713 Timing
First Click (1)
Last Click (2)
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Click Count (4)

End of Block: Space M4: How going to Mars improves life on Earth

Start of Block: SCR Space/Tech M4: How going to Mars improves life on Earth



Q1 Which sentence was said?

- My role on the mission is to help one of the people on board, who was called Moxie, and help her produce oxygen using the atmosphere on Mars. (1)
- My role on the mission is to help one of the instruments on board, called MOXIE, make oxygen from the atmosphere on Mars. (2)
- My role on the mission is to help one of the instruments on board, which helps make carbon dioxide from our breath to feed plants. (3)
- My role on the mission is to help one of the instruments on board, which helps make oxygen from the carbon dioxide we release when we breathe. (4)



Q2 Which sentence was said?

- MOXIE is helpful for only one reason: that it allows you to breathe. (1)
 - MOXIE is helpful for two reasons: It helps us breathe, and it requires carbon dioxide to produce oxygen. (2)
 - MOXIE is helpful for two reasons: One is, you got to breathe. But there's actually a second reason that requires way more oxygen than breathing. (3)
 - MOXIE is helpful for three reasons: One is, you have to breathe, we require oxygen, and to create oxygen we need to process carbon dioxide molecules. (4)
-



Q3 Which sentence was said?

- One day, the volcano erupted and caused a tsunami that wiped out all infrastructure. It took civilization years to build back all that was lost. (1)
 - One day, the volcano that had formed the island initially, erupted, and wiped out the entire civilization on the island. (2)
 - One day, the volcano that had formed the island initially, erupted, and the smoke blackened the sky, but the civilization lived on. (3)
 - One day, the volcano that had formed the island initially, erupted, causing the people to evacuate the island and never return. (4)
-



Q4 Which sentence was said?

- If we can get humans set up on Mars, it will serve as a stepping stone to enable further exploration to permanent life on Mars. (1)
 - If we can get humans set up on Mars, it will serve as a stepping stone to enable an evacuation of Earth in case it deteriorates into an uninhabitable state. (2)
 - If we can get humans set up on Mars, it will serve as a stepping stone to enable further exploration into the rest of the solar system. (3)
 - If we can get humans set up on Mars, it will serve as a stepping stone to enable us to understand the history of life on the planet. (4)
-

Q714 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Space/Tech M4: How going to Mars improves life on Earth

Start of Block: Space M5: Tiny satellites show us the Earth as it changes in near-real-time



Q1 What does the talk mention that we ideally want?

- Images of the whole Earth every day (1)
 - Detailed images following everyone's actions (2)
 - Infrared images from space of the whole Earth (3)
 - Images of the whole solar system that are more detailed (4)
-



Q2 How much did one satellite and one rocket cost?

- 855 million dollars (1)
 - 255 million dollars (2)
 - 915 billion dollars (3)
 - 655 trillion dollars (4)
-



Q3 Why is the satellite called "Dove"?

- Because it has a humanitarian mission (1)
 - Because it's a nice name (2)
 - Because it is not as aggressive as birds of prey (3)
 - Because it is quiet, yet swift as it flies (4)
-



Q4 What is the size of the ultra-compact satellite?

- 10 by 10 by 30 centimetres (1)
 - 1 by 1 by 3 meters (2)
 - 1 by 1 by 3 feet (3)
 - 10 by 10 by 30 feet (4)
-

Q715 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: Space M5: Tiny satellites show us the Earth as it changes in near-real-time

Start of Block: SCR Tech M5: Tiny satellites show us the Earth as it changes in near-real-time



Q1 Which sentence was said?

- The Earth needs an introduction. It needs an introduction to remind people of the Apollo 17 astronauts, when they were hurtling around the moon in 1972, and took this image. (1)
- The Earth needs no introduction. It needs no introduction in part because the Apollo 17 astronauts, when they were exploring the moon in 1972, brought back this incredible image and specimens. (2)
- The Earth needs no introduction. It needs no introduction in part because the Apollo 17 astronauts, when they were hurtling around the moon in 1972, took this iconic image. (3)
- The Earth needs no introduction. It needs no introduction in part because the Apollo 17 astronauts took this iconic image of them planting the American flag on the moon in 1972. (4)



Q2 Which sentence was said?

- So me and my friends, we started Planetary Exploration Labs to make satellites bigger to accommodate additional capabilities. (1)
- So me and my friends, we started Planet Labs to make satellites ultra-compact and small and highly capable. (2)
- So me and my friends, we started Planetary Labs to make satellites ultra compact with less capability. (3)
- So me and my friends, we started Planet Labs to make satellite dishes ultra compact with additional technological capabilities that allow it to have a broader reach. (4)



Q3 Which sentence was said?

- The general point is that we will be able to track rural and urban growth as it happens more accurately in developing countries. (1)
- The general point is that we will be able to track urban growth as it happens around the whole world in all cities, every day. (2)
- The general point is that we will be able to track population growth as it happens around the world. (3)
- The general point is that we will be able to track urban growth as it happens for the government census. (4)

Q4 Which sentence was said?

- And what I would like to leave you with is the following question: If you had access to imagery of the whole planet every single day, would you care more about global events such as global warming or war? (1)
 - And what I would like to leave you with is the following question: If you had access to imagery of the whole planet every single day, what would you do with that data? (2)
 - And what I would like to leave you with is the following claim: That if we had access to imagery of the whole planet every single day, we would be more conscious people. (3)
 - And what I would like to leave you with today is the following claim: That if we had access to imagery of the whole planet every single day, we should be wary of those who would use this data to fulfil malicious intent. (4)
-

Q716 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: SCR Tech M5: Tiny satellites show us the Earth as it changes in near-real-time

Start of Block: Space M6: How to control someone else's arm with your brain



Q1 What percentage of the world will have a neurological disorder?

- 20% (1)
 - 25% (2)
 - 15% (3)
 - 8% (4)
-

Q2 How many neurons are inside the brain?

- 80 billion (1)
 - 1 million (2)
 - 1 billion (3)
 - 80 million (4)
-



Q3 What picks up the electrical discharge sent from the brain?

- Electrodes (1)
 - A device you wear on you back (2)
 - Neurons in the brain (3)
 - Protons (4)
-



Q4 What is the practice of measuring the electrical activity of neutrons called?

- Electrophysiology (1)
 - Neuropsychology (2)
 - Psychology (3)
 - Electroreading (4)
-

Q717 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Space M6: How to control someone else's arm with your brain

Start of Block: SCR Tech M6: How to control someone else's arm with your brain

Q1 Which sentence was said?

- And so in order to be able to access the brain, you really need to dedicate your life and spend six and a half years as a graduate student just to become a neuroscientist to get access to these tools. (1)
 - And so in order to be able to access the brain, you really need to dedicate your life and spend six and a half years as a professor to be respected in the field of neuroscience and access those tools. (2)
 - And so in order to be able to understand the tools the brain has, you really need to dedicate your life and spend six and a half years as a graduate student. (3)
 - And so in order to be able to understand the tools the brain has, you need to dedicate your life to understand any of the tools neuroscience explains. (4)
-

Q2 Which sentence was said?

- A few years ago, we started a company called Backyard Brains and we make DIY neuroscience equipment. I brought some here tonight, and I want to do some demonstrations. (1)
- A few years ago, we started a company called Neuroscientist Brains and we make complex, powerful equipment for neuroscience. (2)
- A few years ago, we started a company called Backyard Brains and we make powerful, state of the art equipment for anyone. I brought some here tonight and it can be purchased after the show. (3)
- A few years ago, we started a company called Backyard Brains and we make powerful, state of the art equipment that I will demonstrate later. (4)



Q3 Which sentence was said?

- So right here, these are the motor units that are happening from her spinal cord out to her muscle right here, and as she's doing it, you're seeing the electrical activity that's happening here. (1)
- So right here, these are the motor units that are happening from her back muscles, and as she's doing it, you're seeing electrical pulses here. (2)
- So right here, these are the motor units that are happening from her spinal cord out to her arm, and it produces electrical currents at the same time that can shock me if I touch her. (3)
- So right here, these are the motor units that are happening from her spinal cord out to her muscles, allowing us to generate electricity. (4)



Q4 Which sentence was said?

- You know, when you lose your free will, and someone else takes control over your body and your decisions, it can be a relief. (1)
- You know, when you lose your free will, and someone else becomes your agent, it can feel good. (2)
- You know, when you lose your free will, and someone else becomes your agent, it does feel a bit strange. (3)
- You know, when you become the agent of someone else's body, it can feel empowering. (4)

Q718 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Tech M6: How to control someone else's arm with your brain

Start of Block: Business M1: what makes a job "good" – and the case for investing in people



Q1 What was the main idea behind Chris investing in his workers?

- To get parents into the gym for the first time, and feel welcomed and comfortable (1)
- To get the elderly into social programs so that they can stay active (2)
- To get more middle aged people back into the gym (3)
- To get middle aged parents into the gym so that we can address the obesity epidemic (5)



Q2 What is the risk the video proposes from trimming down employees?

- Starving companies of the people that make them successful (1)
- Starving companies of enough people to address customer service inquiries (2)
- Starving companies of people to do the grunt work (3)
- Starving the company culture until it dies (4)



Q3 Which one of these points did the video use to define what a good job is for a worker?

- Where a worker is fairly treated (1)
 - Where a worker has a good work-life balance (2)
 - Where a worker has an inviting office space (3)
 - Where a worker gets along with his colleagues and manager (4)
-

Q4 Which of the following was one of the conditions for creating good jobs?

- A promising future (1)
 - Provide healthy lunch and snacks (2)
 - Easy commute to the office (3)
 - Sufficient time off (4)
-

Q719 Timing
First Click (1)
Last Click (2)
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End of Block: Business M1: what makes a job “good” – and the case for investing in people

Start of Block: SCR Business M1: What makes a job “good” – and the case for investing in people



Q1 Which sentence was said?

- But Chris decided to do the same thing. Chris decided to continue to invest in his workers. (1)
 - But Chris decided to do something different. Chris decided to invest in his workers. (2)
 - But Chris decided to do something different. Chris decided to not invest in his workers. (3)
 - But Chris decided to do something different. Chris decided to invest in his new technology. (4)
-



Q2 Which sentence was said?

- So the big opportunity for investors, for executives and for you is to create rather than cut good jobs. (1)
 - So the big opportunity for managers to cut costs is to cut jobs. (2)
 - So the big opportunity for investors, for executives and for you is to cut rather than create jobs to lower costs. (3)
 - So the big opportunity for investors, for executives and for you is to create new job functions rather than overhire in old, inefficient departments. (4)
-

Q3 Which sentence was said?

- But our research found no studies that show that appropriate incentives, attractive benefits like retirement accounts and health care and things like flexible schedules more than pay for themselves through improved productivity, higher retention, lower hiring costs, indicating that it may not be a good business plan. (1)
- But our research found no studies that show that appropriate incentives or attractive benefits can retain workers, and suggests that they may not be cost effective. (2)
- But our research found over 100 studies that show that appropriate incentives, attractive benefits like retirement accounts and health care and things like flexible schedules more

than pay for themselves through improved productivity, higher retention, lower hiring costs. (3)

But our research found over 100 studies that show that appropriate incentives, attractive benefits like retirement accounts and healthcare and things like flexible schedules do not pay for themselves in any way through productivity, higher retention, or lower hiring costs. (4)



Q4 Which sentence was said?

Now fair pay is a critical, critical thing, but it's not the only thing that matters. Which brings us to our second condition: a promising future. (1)

Now fair pay is a critical, critical thing, and it's the only thing that matters. Which brings us to our second condition: a troubling future that fair pay can solve. (2)

Now fair pay is a critical, critical thing, but it's not the only thing that matters. Which brings us to our second condition: a troubling future plagued by unequal pay. (3)

Now fair pay is a critical, critical thing, but it's not the only thing that matters. Which brings us to our second condition: a promising future where jobs are done by AI, reducing labor costs. (4)

Q720 Timing
First Click (1)
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End of Block: SCR Business M1: What makes a job "good" – and the case for investing in people

Start of Block: Business F1: The little risks you can take to increase your luck



Q1 How is luck defined in the video? video

- As success or failure caused by chance (1)
- As success or failure caused by probability (2)
- As a random outcome (3)
- As a random outcome that favours you (4)



Q2 When redefining luck, how is it described?

- As the wind, constantly blowing (1)
- As the waves of the ocean, persistent and rhythmic (2)
- As a tornado, irregular and powerful (3)
- As a river, constant yet prone to floods and drought (4)



Q3 What can increase your luck?

- A series of little risks (1)
- A couple of big risks coupled with little ones (2)
- Being prepared at all times for unexpected opportunities (5)
- Being persistent (3)



Q4 How should you look at new ideas?

- Look at them with a creative lens (1)
 - Quickly decide whether they are worth pursuing (2)
 - Carefully think through the pros and cons (3)
 - See them as an opportunity to take risks (4)
-

Q721 Timing

First Click (1)

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End of Block: Business F1: The little risks you can take to increase your luck

Start of Block: SCR Business F1: The little risks you can take to increase your luck.



Q1 Which sentence was said?

- But I've realized, by watching so long, that luck is rarely a lightning strike, isolated and dramatic. It's much more like the wind, blowing constantly. (1)
 - But I've realized, by watching so long, that luck is rarely a lightning strike, isolated and dramatic. It's much more widespread, affecting multiple people. (2)
 - But I've realized, by watching so long, that luck is rarely like the wind, blowing constant. It's much more like a lightning strike, isolated and dramatic. (3)
 - But I've realized, by watching so long, that luck is rarely like a lightning strike, isolated and dramatic. It's much more like a shove off the cliff, frightening yet exhilarating. (4)
-



Q2 Which sentence was said?

- We got to know each other incredibly well through that quarter, and he took the project that he started working on in the independent study and turned it, ultimately, into a company called Play for Tomorrow, where he teaches kids from disadvantaged backgrounds how to, essentially, craft the lives they dream to live. (1)
- We got to know each other incredibly well through that quarter, and he took the project that he started working on in the independent study and turned it, ultimately, into a non-profit called Play for Tomorrow, where he teaches veterans from all backgrounds how to play and strategize for chess. (2)
- We got to know each other incredibly well through that quarter, and he took the project that he started working on in the independent study and turned it, ultimately, into a company called Play for Tomorrow, where he teaches kids from disadvantaged backgrounds how to be leaders in sport. (3)
- We got to know each other incredibly well through that quarter, and he took the project that he started working on in the independent study and turned it, ultimately, into a company called Play for Tomorrow, where he teaches kids from disadvantaged backgrounds how to, essentially, grow to value certain things like education and sports. (4)



Q3 Which sentence was said?

- Over the course of the last couple of years, I've come up with some tactics for my own life to help me really foster appreciation. (1)
- Over the course of the last couple of months, I've come up with a strategy to life my life to the fullest. (2)
- Over the course of the last couple of years, I've come up with some tactics for my own life to help me really foster a vibrant, caring community. (3)
- Over the course of the last couple of years, I've learned to really appreciate the start-up community. (4)



Q4 Which sentence was said?

- So, yes, sometimes people were born into terrible circumstances, and sometimes, luck is a lightning bolt that hits us with something wonderful or something terrible. (1)
 - So, yes, sometimes people were born into terrible circumstances, and sometimes, luck is a constant gush of wind that hits us something wonderful or something terrible. (2)
 - So, yes, sometimes people were born into privileged circumstances, and sometimes, luck can do something wonderful or something terrible to them. (3)
 - So, yes, sometimes people were born into terrible circumstances, and sometimes, luck can change their situation. (4)
-

Q722 Timing

First Click (1)

Last Click (2)

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Click Count (4)

End of Block: SCR Business F1: The little risks you can take to increase your luck.

Start of Block: Business F2: A playful solution to the housing crisis



Q1 What is the second most important factor for people in building a home besides cost?

- Environmental implications (1)
 - Neighbourhood safety (2)
 - Distance to downtown and school (5)
 - Presence of pollution (4)
-

Q2 How many new homes are needed every year in the world?

- 35 million (1)
 - 40 million (2)
 - 30 million (3)
 - 45 million (4)
-



Q3 What is the main goal proposed?

- For every home built, one will also be built for someone in need (1)
 - For every 10 homes built, one will be built for someone in need (2)
 - For every home built, two will be built for people in need (3)
 - For every 5 homes built, one will be built for someone in need (4)
-



Q4 What is sorel cement?

- Invented in 1867 to print solid stone walls in Italy (1)
 - Invented in 1897 to print solid wood walls in Italy (2)
 - Invented in 1906 to print solid sculptures in France (3)
 - Invented in 1912 to print solid windows in Venice, Italy (4)
-

Q723 Timing
First Click (1)
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End of Block: Business F2: A playful solution to the housing crisis

Start of Block: SCR Business F2: A playful solution to the housing crisis



Q1 Which sentence was said?

- My name's Sarah, and I've been priced out of the housing market. In fact, I'm one of the majority of my generation who can't afford a home. (1)
- My name's Sarah, and I've finally found a home. In fact, I'm one of the majority of my generation who has struggled finding one. (2)
- My name's Sarah, and I've been priced out of the housing market. In fact, I'm from the second generation who has been priced out. (3)
- My name's Sarah, and my home was foreclosed. In fact, I'm one of the majority of my generation who had their home foreclosed. (4)



Q2 Which sentence was said?

- Eighty-three percent of home builders said that next to cost, environmentally friendly features were the most important things to them. (1)
 - Eighty-three percent of home builders said that next to environmentally friendly issues, cost and safety were the next most important things to them. (2)
 - Eighty-three percent of home builders said that cost was the most important thing to them. (3)
 - Eighty-three percent of home builders said that next to cost, safety and convenience were the next most important things to them. (4)
-

Q3 Which sentence was said?

- The power in modular construction is that you can build year-round with confidence in your costs, in your quality, and in your delivery date, in your build date. (1)
- The power in modular construction is that you can build quickly with confidence that the costs will be low, and that it will have little impact on the environment. (2)
- The power in modular construction is that you can build quickly with confidence in the costs and efficiency with which the building will be built. (3)
- The power in modular construction is that you can build your home confidently. You can be confident that it will be built with high quality. (4)



Q4 Which sentence was said?

- We will need models to build using these techniques, models like the ones being developed by players in our game. (1)
- We will need games to build these models to build better homes more efficiently. (2)
- We will need meetings that include world leaders to develop these techniques, and models for better homes. (3)
- We will need models to build better homes, and can only achieve them through creativity. (4)

Q724 Timing
First Click (1)
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End of Block: SCR Business F2: A playful solution to the housing crisis

Start of Block: Business M2: Why the secret to success is setting the right goals



Q1 What's Jini's 'why' for her company Nuna?

- Medicaid helped her and her family in the past (1)
 - She wanted to improve the well-being of health professionals (2)
 - It's important to society and Jini is altruistic (3)
 - She was fascinated by science and medicine (4)
-

Q2 What makes for a good objective?

- Significant and action oriented (1)
 - Significant and broad (2)
 - Of general interest and ambitious (3)
 - Ambitious and new (4)
-



Q3 What are the "Hows"?

- The key results (1)
 - The broad results (2)
 - The actions (3)
 - The thought process (4)
-



Q4 What do Intel, Google, Nuna, and Bono all have in common according to the video?

- They all have goals powered by OKR (1)
 - They all are software companies (2)
 - They all are based in California (3)
 - They all have goals that aim to improve society (4)
-

Q725 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: Business M2: Why the secret to success is setting the right goals

Start of Block: SCR Business M2: Why the secret to success is about setting the right goals



Q1 Which sentence was said?

- We're at a critical moment. Our leaders, some of our great institutions are doing us right. (1)
 - We're at a critical moment. Our leaders, some of our great institutions are failing us. (2)
 - We're at a critical moment. We need our leaders to come together to compromise for everyone's sake. (3)
 - We're at a critical moment. Our leaders, some of the great institutions are falling apart, leaving us without so many resources. Our governments must step in. (4)
-



Q2 Which sentence was said?

- Many of us are setting goals wrong, and most of us are not setting goals at all. (1)
- Many of us are setting goals correctly, and most of us are not setting them after self-reflection. (2)
- Many of us are setting goals wrong, and most of us have mentors, friends, or family setting them for us. (3)
- Many of us are setting goals wrong, and most of us are seeing the terrible consequences of following through with them. (4)



Q3 Which sentence was said?

- The first is debt relief for the poorest countries in the world. The next is universal access to anti-HIV drugs. (1)
- The first is debt relief for struggling countries like Greece. The next is to end homelessness in our own countries. (2)
- The first is to end poverty in the poorest countries in the world before addressing poverty at home. (3)
- The first is debt relief for the poorest countries in the world, the next is to end hunger. (4)



Q4 Which sentence was said?

- We can take them to our families, to our schools, even to our governments. We can hold those governments accountable. (1)
 - We can take them to our families, churches, and even other countries. We can hold the world accountable. (2)
 - We can take them around the world, holding the world accountable. We can take them to our families, to our schools, even to our governments. We can hold the world accountable. (3)
 - We can take them to the courts, legislature, and president. We can change our democracy. (4)
-

Q726 Timing

First Click (1)

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End of Block: SCR Business M2: Why the secret to success is about setting the right goals

Start of Block: Business M3: Why you should know how much your coworkers get paid



Q1 What makes for a better workplace for the employee and organisation according to the talk?

- Pay transparency (1)
 - Pay secrecy (2)
 - Clear organisational structures (3)
 - Part time work (4)
-



Q2 Why would a company look to forbid discussions about salaries?

- To save money (1)
 - To avoid a toxic work culture (2)
 - To avoid stress (3)
 - To promote more qualified employees (4)
-



Q3 How big was the gender pay gap according to the Institute for Women's Policy Research?

- 23 percent (1)
 - 33 percent (2)
 - 66 percent (3)
 - 88 percent (4)
-



Q4 What happens when people know their peers' salaries?

- Employees are more likely to work harder to improve their performance (1)
 - Employees are more likely to get jealous and quit (2)
 - Employees are more likely to go on strike (3)
 - Fights are more likely to break out within the firm (4)
-

Q727 Timing
First Click (1)
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Click Count (4)

End of Block: Business M3: Why you should know how much your coworkers get paid

Start of Block: SCR Business M3: Why you should know how much your coworkers get paid.



Q1 Which sentence was said?

- Most of us are uncomfortable with the idea of broadcasting our salary. (1)
- Most of us are comfortable with the idea of broadcasting our salary. (2)
- Most of us are uncomfortable with the idea of sharing our financial assets to friends, much less strangers. (3)
- Most of us are uncomfortable with the idea of broadcasting our salary to friends, family, and strangers. (4)



Q2 Which sentence was said?

- Economists warn that information asymmetry can cause markets to go awry. (1)
 - Economists warn that information asymmetry can cause markets to work more efficiently. (2)
 - Economists warn that information asymmetry can cause financial crashes due to a lack of public information. (3)
 - Economists warn that information asymmetry can cause markets to fail when knowledge of mispriced assets becomes known. (4)
-

Q3 Which sentence was said?

- Next, information asymmetry, pay secrecy, makes it easier to ignore the discrimination that's already present in the market today. (1)
- Next, information asymmetry, pay secrecy, makes it easier to ignore the culture of unequal pay that's present in our society. (2)
- Next, information asymmetry, pay secrecy, makes it easier for pay discrepancies, specifically pay discrimination, to persist. (3)
- Next, information asymmetry, pay secrecy, makes it easier for bosses to continue to pay workers differently for the same work performed. (4)



Q4 Which sentence was said?

- But why would a company even want to discourage salary discussions? (1)
- But why would coworkers even want to discourage salary discussions? (2)
- But why would a start-up even want to encourage salary discussions? (3)
- But why would a start-up even want to allow salary discussions? (4)

Q728 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Business M3: Why you should know how much your coworkers get paid.

Start of Block: Business M4: The single biggest reason why start-ups succeed



Q1 What are the five factors that the speaker mentions matter for the success of a start-up?

- The idea, the team, the business model, the funding, the timing. (1)
- The idea, the execution, the CEO, the funding, the timing. (2)
- The idea, the execution, the business model, the location, the timing. (3)
- The idea, the team, the CEO, the location, the timing. (4)



Q2 What was the number one factor determining the success of a startup?

- Timing (1)
- The team (2)
- Execution (3)
- The CEO (4)



Q3 How important was the idea in determining the success of a startup?

- Third (1)
- Second (2)
- Fourth (3)
- Fifth (4)



Q4 Why was Uber's timing so good?

- Because it gave people extra money when they needed it (1)
 - Because it gave people benefits they weren't getting at other jobs during a time of recession (2)
 - Because it allowed people to work when they wanted, therefore allowing people to fit in an extra job (3)
 - Because it gave people rewarding gig job (4)
-

Q729 Timing

First Click (1)

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Click Count (4)

End of Block: Business M4: The single biggest reason why start-ups succeed

Start of Block: SCR Business M4: The single biggest reason why start-ups succeed



Q1 Which sentence was said?

- I'm really excited to share with you some findings that really surprise me about what makes companies succeed the most, what factors actually matter the most for startup success. (1)
 - I'm really excited to share with you some findings that really did not surprise me about what makes companies fail the most. (2)
 - I'm really excited to share with you some findings that really did surprise me about what makes established businesses successful. (3)
 - I'm really excited to share with you some findings that really surprise me about what makes startup companies successful. (4)
-



Q2 Which sentence was said?

- Then I looked at the funding. Sometimes companies receive intense amounts of funding. (1)
- Then I looked at the management. Sometimes companies acquire incredible managers. (2)
- Then I looked at the CEO. Sometimes companies hire an established, proven CEO. (3)
- Then I looked at the location. Sometimes companies relocate to find more skilled workers, cheaper office space, among other things. (4)



Q3 Which sentence was said?

- The number one thing was timing. Timing accounted for 42 percent of the difference between success and failure. (1)
- The number one thing was funding. Funding accounted for 60 percent of the difference between success and failure. (2)
- The number one thing was the CEO. The CEO having previous experience at a startup gave a startup a 45 percent chance of success. (3)
- The number one thing was the location. Location accounted for 62 percent of the difference between success and failure. (4)



Q4 Which sentence was said?

- As I said earlier, I think startups can change the world and make the world a better place. (1)
 - As I said earlier, I think startups are risky and should be scrutinized before investing in them. (2)
 - As I said earlier, I think startups are unnecessary and the world would be a better place without them. (3)
 - As I said earlier, I think startups can change the way we think about the world. (4)
-

Q730 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: SCR Business M4: The single biggest reason why start-ups succeed

Start of Block: Business M5: How to make faster decisions



Q1 What does FOBO stand for

- Fear Of a Better Option (1)
 - Fear Of a Bad Opposition (2)
 - Fear Of a Better Opposition (3)
 - Fear Of a Business Option (4)
-



Q2 What is FOBO a symptom of?

- A culture that values having as many options as possible (1)
 - A culture that values having a plan (2)
 - A culture that values having no options (3)
 - A culture that values the highest quality most (4)
-

Q3 How can we better inform our decision making strategy according to the talk?

- By determining the stakes (1)
 - By determining the risks and rewards (2)
 - By determining the plans available (3)
 - By determining the obstacles ahead (4)
-



Q4 What is a trick mentioned in the talk to avoiding FOBO?

- Eliminating options by comparing them to the front-runner and never going back to discarded options. (1)
- Comparing each option to your worst option. (2)
- Comparing options in groups of four and only keeping the best. (3)
- Delegating decisions to others. (4)

End of Block: Business M5: How to make faster decisions

Start of Block: SCR Business M5: How to make faster decisions



Q1 Which sentence was said?

- But there's another FO you need to know about, and it's far more dangerous. It's called FOBO, and it's short for "Fear Of a Better Option." (1)
 - But there's another FO you need to know about, and it's far more dangerous. It's called FORO, and it's short for "Fear Of Running Off-course." (2)
 - But there's another FO you need to know about, and it's far more dangerous. It's called FOTO, and it's short for "Fear Of Turning Out." (3)
 - But there's another FO you need to know about, and it's far more dangerous. It's called FOWO, and it's short for "Fear Of Working Out." (4)
-

Q2 Which sentence was said?

- When it comes to no-stakes decisions, the key is to outsource them to the universe. (1)
 - When it comes to bad decisions, the key is to outsource them to the universe. (2)
 - When it comes to no-stakes decisions, the key is to take a big risk. (3)
 - When it comes to no-stakes decisions, the key is to outsource them to someone else. (4)
-



Q3 Which sentence was said?

- Start by identifying a front-runner based on your intuition, then compare each of your options head-to-head with the front-runner, one-by-one. (1)
 - Start by understanding the reality around you, then compare it to another situation. (2)
 - Start by identifying a front-runner based on your understanding, then compare it to your options with a pros and cons list. (3)
 - Start by identifying a front-runner based on your intuition, then think about whether it is feasible. (4)
-



Q4 Which sentence was said?

- You may not get everything you want, but the mere fact you get to decide is powerful. (1)
 - You hopefully do get everything you want, and that possibility is what is important. (2)
 - You may not get everything you want, but will eventually. (3)
 - You may not get everything you want, but the fact that you don't need to decide is powerful. (4)
-

Q731 Timing
First Click (1)
Last Click (2)
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Click Count (4)

End of Block: SCR Business M5: How to make faster decisions

Start of Block: Business M6: Why working from home is good for business



Q1 What is distributed work?

- Where employees are distributed geographically, doing work from wherever they want (1)
 - Where employees are distributed throughout the office building (2)
 - Where employees are distributed throughout a city, working hybrid with occasional in-person meetings (3)
 - Where employees work in hubs around the world (4)
-



Q2 What is a central motivation behind the distributed work policy?

- That talent and intelligence are equally distributed throughout the world, while opportunity is not (1)
- That talent, opportunity, and intelligence are equally distributed throughout the world (2)
- That by bringing in more diverse perspectives one adds value to the company (3)
- That diversity helps companies grow faster (4)



Q3 What is at the base of the decision to pursue distributed work approach?

- To give people autonomy over how they do their work (1)
- To give people a flexible work life balance (2)
- To give people an added reason to work for certain companies (3)
- To give people a way work together more effectively (4)



Q4 What is one good practice when having a distributed work approach?

- Create productive, face-to-face time like a grand meet-up. (1)
 - Create lots of one to one meetings. (2)
 - Don't leave a paper trail. (3)
 - Try to have as much communication face-to-face as possible. (4)
-

Q732 Timing
First Click (1)
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Click Count (4)

End of Block: Business M6: Why working from home is good for business

Start of Block: SCR Business M6: Why working from home is good for business



Q1 Which sentence was said?

- The basic problem with working in an office is you're just not in control of your work environment. (1)
- The basic problem with working from home is that you can't collaborate easily with colleagues. (2)
- The basic problem with working from home is that you aren't in charge of your environment, especially when you have a family. (3)
- The basic problem with working in an office is that you can be too easily distracted. (4)



Q2 Which sentence was said?

- Our focus on distributed work didn't happen accidentally. It was a conscious choice from the very beginning. (1)
 - Our focus on distributed work happened accidentally, spurred by the COVID pandemic. (2)
 - Our focus on distributed work happened accidentally, spurred by losing our main office due to a flood. (3)
 - Our focus on distributed work did not happen accidentally. It was a conscious effort to try to reduce costs. (4)
-



Q3 Which sentence was said?

- At the base of the decision to go distributed, there's a desire to give people autonomy over how they do their work. (1)
 - At the base of the decision to go distributed, there's a worry that employees will not be as efficient. (2)
 - At the base of the decision to go distributed was the desire to reduce costs. (3)
 - At the base of the decision to go distributed, there's a desire to improve the work-life balance. (4)
-



Q4 Which sentence was said?

- In a decade or two, I predict that 90 percent of companies that are going to be changing the course of the world are going to function this way. (1)
 - In a decade or two, I predict that we will be back to the office based work life that was dominant before the pandemic. (2)
 - In a decade or two, I predict that virtually all businesses will be distributed based. (3)
 - In a decade or two, I predict that 30 percent more companies than now will be distributed based, adapting as the world changes. (4)
-

Q733 Timing
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Click Count (4)

End of Block: SCR Business M6: Why working from home is good for business

Start of Block: Background Questions

Q12 We will now ask you a few questions about your background:



Q735 What is your age?

Q738 What is your gender?

- Male (1)
 - Female (2)
 - Other (3)
 - Prefer not to say (4)
-

Q268 What is the highest level of education you have completed?

- Some high school or less (1)
 - High school diploma or GED (2)
 - Some college, but no degree (3)
 - Associates or technical degree (4)
 - Bachelor's degree (5)
 - Graduate or professional degree (MA, MS, MBA, PhD, JD, MD, DDS etc.) (6)
 - Prefer not to say (7)
-

Q13 What was the major of study you graduated in? (Indicate all that apply)

- Architecture (13)
- Biology (10)
- Business (14)
- Communication (9)
- Computer Science (18)
- Economics, History, Sociology, Political Science (12)
- Education (6)
- Engineering (17)
- English (7)
- Foreign languages (8)
- Health professions and related programs (2)
- Math and Statistics (15)
- Physical Sciences (16)
- Public administration (5)
- Visual and performing arts (11)
- Other (19)
- Prefer not to say (20)

Display This Question:

If What was the major of study you graduated in? (Indicate all that apply) = Other

Q636 Please indicate your major(s) here:

Q14 Under what category does your occupation fit?

- Architecture and engineering occupations (4)
- Arts, design, entertainment, sports, and media occupations (16)
- Building and grounds cleaning and maintenance occupations (17)
- Business and financial operations occupations (18)
- Community and social service occupations (19)
- Computer and mathematical occupations (20)
- Construction and extraction occupations (21)
- Educational instruction, and library occupations (22)
- Farming, fishing, and forestry occupations (23)
- Firefighting and prevention, and other protective service workers including supervisors (24)
- Food preparation and serving related occupations (25)
- Health diagnosing and treating practitioners and other technical occupations (26)
- Health technologists and technicians (27)
- Healthcare support occupations (28)
- Installation, maintenance, and repair occupations (29)
- Law enforcement workers including supervisors (30)
- Legal occupations (31)
- Life, physical, and social science occupations (32)
- Management occupations (33)
- Material moving occupations (34)

- Office and administrative support occupations (35)
 - Personal care and service occupations (37)
 - Production occupations (38)
 - Sales and related occupations (39)
 - Transportation occupations (40)
 - Other (36)
 - Prefer not to say (41)
-

Q640 Please indicate your occupation here (if "other" is selected):

Q16 Years of work experience in your industry

▼ 0-1 years (1) ... Prefer not to say (6)

Q17 In general, what are the topics you are most interested in? (Pick as many as you like)

- Arts (7)
- Business and Finance (4)
- Education (2)
- Environment (3)
- Health (1)
- International relations (11)
- Lifestyle (10)
- Literature (8)
- Politics (9)
- Sports (6)
- Sciences and Technology (5)
- Prefer not to say (12)

End of Block: Background Questions

Start of Block: pay_no_incentives

Q597

You earned in total $\${e://Field/pay}$ USD (or 6 USD minimum):

=> $\$\{gr://SC_6oo22a47EQcFOkK/Score\}$ for answering the questions

=> $\$\{e://Field/rating1to5\}$ for the rating of the video

Please click PROCEED to end the survey

End of Block: pay_no_incentives

Start of Block: pay_genderincentives

Q616

You earned in total $\${e://Field/pay}$ USD (or 6 USD minimum):

=> $\${gr://SC_6oo22a47EQcFOkK/Score}$ for answering the questions

=> $\${e://Field/rating1to5}$ for the rating of the video

=> $\${e://Field/outcomewoman}$ for choosing a female presenter (\$1 if the presenter was a woman)

Please click PROCEED to end the survey

End of Block: pay_genderincentives

Start of Block: pay_fieldincentives

Q617

You earned in total $\${e://Field/pay}$ USD (or 6 USD minimum):

=> $\${gr://SC_6oo22a47EQcFOkK/Score}$ for answering the questions

=> $\${e://Field/rating1to5}$ for the rating of the video

=> $\${e://Field/outcomefemalefield}$ for choosing a particular field (\$1 if the presentation was about Health or Environment)

Please click PROCEED to end the survey

End of Block: pay_fieldincentives
