

Virtual Training Guide for International Collaborators

WHO: A “host” for the training and will follow the script below. International collaborators and hopefully at least one member of their research team will attend.

WHAT: “Meet” and train our international partners. Allow them space to ask us questions.

WHEN: December 2016 (roughly 2-3 months before travel)

WHERE: Online, video-enabled Cisco WebEx Meeting Center (from Purdue University)

WHY: To meet our international collaborators, prepare them and their research team for data collection, and give them a chance to ask us questions.

Advance Reading for training session: Focus Group Toolkit, Sample Recruitment document

Advance Technical Preparation: confirm emails to invite collaborators, confirm they have audio/video and headphones, confirm they have access to the focus group toolkit and sample recruitment document during the call.



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5 minutes	Introduction & ground rules
5 minutes	Overview of project
8 minutes	General role of international collaborators
15 minutes	Recruitment of sample/participants
5 minutes	Q&A
40 minutes	Role of international collaborators during focus group sessions
10 minutes	Q&A
5 minutes	Finalize logistics/paperwork
~ 1 hour 35 minutes	Total session time

Script for training host

Introduction & Ground rules (5 minutes):

Host introduce self. We are part of a 5-person US-based research team of engineering, engineering education, and sociology scholars.

Have others introduce selves.

Ground Rules:

Since we will be on video, you can raise hand OR use the “chat” function on WebEx.

Overview of Project (5 minutes):

This project extends theoretical and empirical understandings of gendered participation in engineering by studying contexts with relatively high female engineering participation. For decades, US agencies have contributed billions of dollars to increase women’s participation in engineering with minimal impact. In contrast, women’s engineering participation has expanded in many predominately Muslim countries. The

project's objectives are: #1: Identify the conditions shaping women's choice to enter and persist in engineering as a curricular field or career in four countries: Jordan, Malaysia, Saudi Arabia, and Tunisia. #2: Use these data to extend existing theoretical and empirical approaches to the study of women's engineering representation.

We will apply case study methods to collect data from focus groups and in-depth interviews in each country with female engineering undergraduate students, faculty members, and practicing engineers. With its cross-national, in-depth exploration of women's curricular and career choices and its attention to mechanisms producing gender-differentiated curricular and career decisions, this project promises to shed light more generally on how context shapes women's successful participation in STEM in ways that inform our efforts to broaden participation in the US.

Learning from women in countries where they are relatively well represented in engineering allows the research team to examine different successful models. Our research team will share findings with international collaborators and involve them in the research process to the extent they have interest in doing so.

General Role of International Collaborators (8 minutes):

- You are our on-the-ground contact person. Your assistance is crucial for the project's success! We really appreciate that you have agreed to take on this role.
- In general, you will support US-based research team data collection efforts
- To do this, you will compile a research team to assist with data analysis and interpretation
 - Consider asking to your team a sociologist or social scientist (or one in training) with background in qualitative data collection and analysis.
 - Doctoral students would be welcome additions.
- Locate space for FG discussion
 - Location should have seating for about 8 around a table or seats to move in a circle, a white board, or place to write on board.
- Recruit participants (we will discuss this in more detail soon)
- We thought that one way to attract participants would be to provide refreshments for participants (for the undergraduate focus group, providing a meal may be a great way to recruit them). We will ask that you use some of the grant \$ to purchase refreshments.
- We also plan to reimburse women the transportation costs to get to and from the focus group/interview sessions, so need your input on how much that should be.
- We will also be conducting some one-on-one interviews and will ask that you help us locate space for these interviews (e.g., what rooms in the university, etc.)
- During the FG sessions, you will have a role:
 - your role will be to observe the body language of participants,
 - take notes,
 - interpret words/phrases as needed (we will talk about this in more detail soon)
 - debrief with the research team immediately after FG sessions
- Assist with FG and interview data interpretation
- As needed, help us translate data collection protocols in their respective languages/confirm specific phrases in Arabic, Malay, Chinese, etc.

Recruitment of Sample/Participants (15 minutes)

- You will play a crucial role in identifying our sample of FG participants.
- We have written a 2-step guide instructing you how to do this
- This guide, “sample recruitment document.docx” was sent to you ahead of time.
- Please open it now and follow along as I review it with you.

Questions (5 minutes)

Role of international collaborators in focus group sessions (40 minutes)

- As I mentioned above, you will also play a role during our FG sessions.
- We have written a detailed guide about how these sessions will work.
- This guide “Toolkit for Conducting Focus Groups.docx” was sent to you prior to this call.
- I will not go through everything in this guide, but you might want to have it open on your computer as I talk

BASIC FORMAT OF FG SESSION

The basic format of the session will be something like this:

1. Women will arrive and complete some basic paperwork (consent form, number tent to place in front of them for id purposes)
2. Once women are all present, they will be invited to sit at a table.
3. The facilitator will begin with introductions, ground rules, ice-breaker activities, ask if the participants have questions.
4. Once the facilitator feels the women are ready to begin, she will ask the questions.
5. During this question and answer period, the assistant facilitator will keep notes, make observations, etc.

PRE-FG SESSION

- Set up white board and room (table) with the US team
- Set up refreshments with US team

DURING FG SESSION

After the FG facilitator completes her introduction/introductory remarks, she will begin asking the participants our set of questions. It is during the question and answer period that you will also take on a role. Your role will be more of a background one; we do not want our participants to feel overwhelmed by too many researchers in the room!

We ask that during the session, you:

- either sit or stand to the side of the room, allowing the participants to have space at the table
- Take notes on the conversation
- Observe the body language of the participants, take notes on this

- Assist the facilitator with any language barriers; if participants are struggling to understand a phrase or concept presented by the facilitator, we ask that you step in and assist with translation
- We ask that you also “step in” if you sense participant confusion, etc.
- The scenarios I am about to describe will help you know how the US research team may respond so you have a better sense of the role of facilitators when the conversation slows.

ROLE PLAY EXAMPLE #1: The facilitator asks, “You are all women here. Tell me how being a woman matters for your experience as an engineering student.” If no one seems to want to talk, she might offer a probe such as: “For example, was there ever a time that you felt that being a woman affected your interactions with professors in the classroom?”

She should **NOT** say: “My experiences as a female engineer have been horrible. I have been treated with disrespect. Has anyone else been treated badly because they are a woman?”

She should **NOT** say: “Sometimes professors will call on female students less. Do you notice that, too?”

She should **NOT** say: “I’ve always thought that women have a hard time balancing family demands with the demands of engineering jobs or study.”

She should **NOT** say: “Engineering is a math-heavy field; perhaps people resist your/women’s participation in it because they doubt your math strength.”

If her probe does not get the participants talking, it may be because women legitimately do NOT think about their gender (i.e., being a woman) in relation to engineering. We would want to respect their “silence.”

ROLE PLAY EXAMPLE #1: The facilitator asks, “If you would ask the typical resident of Saudi Arabia, what would she or he say contributes to women’s participation in engineering?”

If no one seems to want to talk, she might offer a probe such as: “For example, would a typical resident say anything about structural factors?”

If her probe does not get the participants talking and you sense that no one understands the translation of the concept of “structural” factors, you might want to provide examples: “Some examples of structural factors might be the education system, economy, legal factors, governmental structures, etc.”

Is this clear?

POST-FG SESSION

- Help us distribute transportation \$ to participants
- When women have left the room, engage in debriefing exercise with research team

Q&A (10 minutes)

Finalize logistics/Paperwork (5 minutes)

- How transfer of funds (for your stipend which will be used to buy refreshments and transportation costs) to your location?