

Our questions properly address the topic question of whether electronic device use helps or hinders academic success in high school students. We asked questions related to electronic device usage and marks. This information can be used to indicate the correlation between electronic device usage and marks. The survey had little bias or leading questions but we had one of our questions that asked if they believed that their electronic device use affected their marks. This could have made them change their answers since they were aware of the intent of the survey and wanted to satisfy the person that gave them the survey. The rating scales we used for the amount of hours they spent using their devices for both non school related and school related reasons were distributed unevenly. We had an option for less than thirty minutes, don't own, thirty minutes to one hour, one to two hours, two to three hours, and greater than three hours. These are different intervals of time and we did not include a box for zero minutes. Students who owned a device but don't use it may have checked off the less than thirty minutes option when they spent no time on the device so the results would show that people spent more time on it than they actually did. The other options also were not spaced over even increments of time so it would be more likely for a student to categorize their use in a larger increment of time and the results were not evenly displayed. In the other scale the results were distributed well but each category for the grade was too large so instead of ten percent increments the increments we should have used were five percent increments. The wording of our questions also could have been improved in the last question by saying which of these values best describes your importance of your grades. . Finally we could also have organized our questions in a more fashioned order. For instance, we could have had the question about whether the students think electronics affect their marks as a last question, as opposed to having it in the middle. It also could have been improved by using the ideal sampling method mentioned above. Some students did not see the other side of the paper so only filled out the first half. This could have been improved by telling them there were two sides. It would have been good to put page one of two on the first page. The results may have been false since not many people count the number of hours they spend on their device so they guessed and from what can be observed by the data over estimated. That is why I did not plot a graph with hours used for non school related reasons and school marks since students estimated differently. It was more accurate to use a graph that compared the ratio of school related to non school related hours since students would guess their hours relative to each other so if they said they spend two hours for school work and one hour for non school related work they would still get the same number as someone who spent nine hours for school related work and four and a half hours for non school related work since they are related to the other.