

Abstract

Research has indicated that a universal definition of scientific literacy only encompasses the understanding of basic scientific knowledge. Other definitions of scientific literacy identify various key components that should be considered when evaluating levels of scientific literacy. These concepts include understanding ethical dilemmas, knowing steps of the scientific process and being able to converse about scientific issues confidently. Less research has examined factors that motivate individuals to be scientifically literate. However, research has noted that relevance to future career choice and higher educational goals has a great impact on the desire to become scientifically literate. The goal of this research project was to determine whether or not there was a significant relationship between major, science relevance, future career choice and educational goals and the desires to be scientifically literate. 35 participants participated in a survey and quiz study, participants were from a small Midwest all women's university. Significant results were found, science majors are more motivated to become scientifically literate than non-science majors. All participants had the same levels of actual scientific literacy.