Statistical Knowledge for Teaching

Study Design and Exploratory Data Analysis

Sample Activities

(not for distribution)

MODULE(S²)

Mathematics Of Doing, Understanding, Learning and Educating for Secondary Schools

The Mathematics Of Doing, Understand, Learning, and Educating Secondary Schools (MODULE(S2)) project is made possible through funding from the National Science Foundation IUSE (Improving Undergraduate STEM Education) multi-institutional collaborative grant #1726707 (APLU), #1726098 (University of Arizona), #1726252 (Eastern Michigan University), #1726723 (Middle Tennessee State University), #1726744 (University of Nebraska - Lincoln), and #1726804(Utah State University).

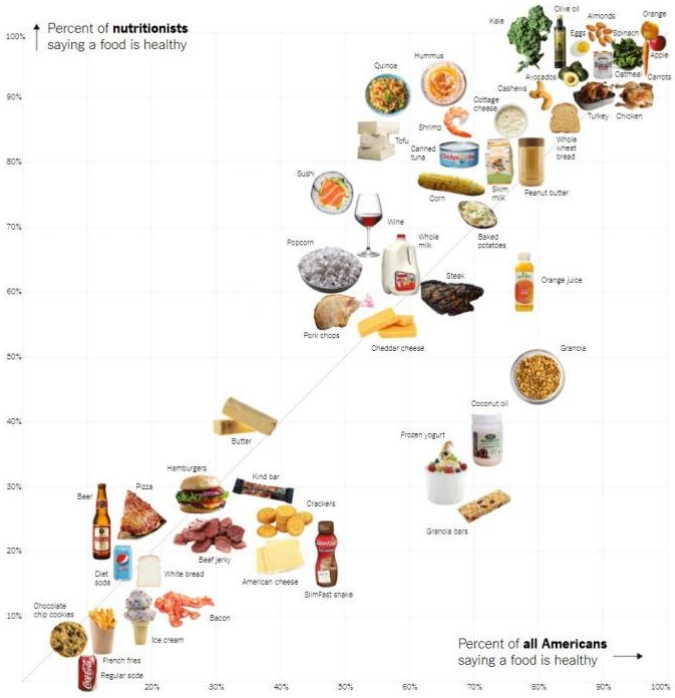
Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation.

ACTIVITY 6: MODERN MULTIVARIATE DATA VISUALIZATIONS

The arrival of the Big Data era and expansion of technology's capabilities have ushered in a new age of modern, multivariate data visualizations. Statistical literacy in today's times means that students need to be taught to read, interpret, and question these new graphs included in media publications. No longer limited to black-and-white print on newsprint, modern newspapers are read online and include graphics that work in this new medium. In this activity, we'll consider some modern, multivariate, data visualizations and their use with secondary school students.

Perceptions of healthy foods

View the graph at http://bit.ly/HealthyFoods00 (Quealy & Sanger-Katz, 2016).



Question 6-a What do you notice? Document what you notice when reading the graph.

Question 6-b What do you wonder? Note things you are left wondering about after reading this graph, and ideas about where you could find the answers to your wonderings.

Question 6-c What's going on in this graph? What story is this graph telling? Read beyond the graph, noting what you can infer beyond what the graph shows directly.

This graph is one selected by the New York Times and the American Statistical Association for inclusion in their feature "What's Going On in This Graph?". Each graph is stripped of its caption then posted with similar prompts to those you answered for public discussion by students on the website. All graphs and related discussion are available here for your future use: http://bit.ly/WhatsGoingOn00 ("What's going on in this graph?," n.d.)

(https://www.nytimes.com/column/whats-going-on-in-this-graph?emc=edit_ln_20171109&nl=learning-network&nlid=52022771&te=1)

Question 6-d The following are quotes from students regarding what they noticed when viewing the graph about perceptions of healthy foods. For each student remark, interpret what the student said (e.g., what is the student noticing in the graph that resulted in this remark? Is the remark correct?) then pose a response to the student that encourages them to dig deeper into the graph's story. Your response should include exactly what you would say and/or draw to the student.

i. "Popcorn and steak are roughly the same amount of healthy", said Erik.

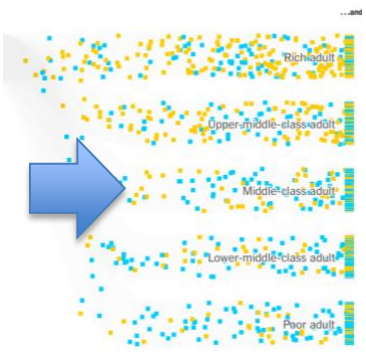
ii. Aliyah noted "Apparently granola is not as healthy as wine."

iii. Ji-yoo remarked "There are some foods that aren't on the line of best fit."

Class Mobility Animations

View the first dynamic graph at http://bit.ly/DataViz00 :

White men	Black men
35	12
40%	14%
19	20
22%	23%
15	20
17%	23%
6	20
7%	23%
10	18
11%	20%



White men	Black men
1,817	802
39%	17%
1,126	899
24%	19%
759	1,022
16%	22%
473	952
10%	20%
474	1,104
10%	22%

(https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html)

Question 6-e What do you notice? Document what you notice when reading the graph.

Question 6-f What do you wonder? Note things you are left wondering about after reading this graph, and ideas about where you could find the answers to your wonderings.

Question 6-g What's going on in this graph? What story is this graph telling? Read beyond the graph, noting what you can infer beyond what the graph shows directly.

The next two questions refer to the pre-reading for this lesson, "Gutstein's Three C's Framework."

Question 6-h Imagine what critical knowledge might have led to critical questions that motivated the creation of this graph. Share a relevant critical question that's been on your mind if you wish.

Question 6-i Imagine what community knowledge might have given rise to these critical questions. Share personally from your own background if you wish.

Question 6-j Wikipedia defines a stereotype as follows: (https://en.wikipedia.org/wiki/Stereotype)

> *"In social psychology, a **stereotype** is an over-generalized belief about a particular category of people. Stereotypes are generalized because one assumes that the stereotype is true for each individual person in the category."*

For a person unfamiliar with statistical thinking, how might this dynamic race/income graph reinforce erroneous assumptions about individuals that he or she encounters?

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What's going on in this graph? (n.d.). *The New York Times*. Retrieved from https://www.nytimes.com/column/whats-going-on-in-this-graph

Additional Resources

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Strengthening Data Literacy Across the Curriculum, http://oceansofdata.org/projects/strengthening-data-literacy-across-curriculum-sdlc (has a special focus on statistics and equity questions)

ACTIVITY 14: RESPONDING TO STUDENT THINKING

Student Thinking when Analyzing Univariate Quantitative Data

In this activity, you will consider both middle and high school students' thinking when analyzing univariate, quantitative data.

First, you will analyze real middle school students' work on the Farmer Fred Task, which you completed for homework on Exercise 11-1. As a reminder, here is the task:

Farmer Fred Task (Houghton Mifflin Harcourt Publishing Company, 2010)

Farmer Fred has been conducting an experiment with two pens of chickens. Since they were chicks, the chickens in pen A have been eating Premium Star chicken feed, while the chickens in pen B have been eating Rapid Growth chicken feed. Help Farmer Fred decide which feed produces larger chickens.

The weights that Farmer Fred records are shown below.

Pen A – Premium Star Chickens' Weights (lb)				
6.4	**5.2**	**7.5**	**8.3**	**5.6**
7.6	**8.1**	**7.7**	**6.2**	**6.4**
8.1	**4.8**	**5.5**	**6.6**	**6.7**
4.9	**5.1**	**8.1**	**7.9**	**7.5**

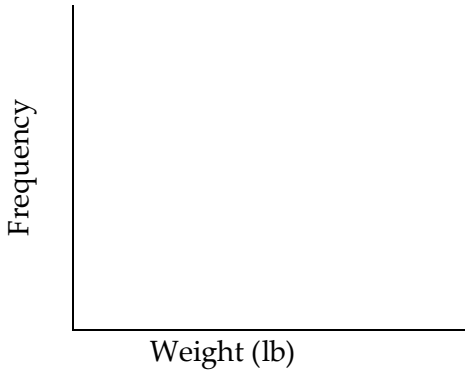
Pen B – Rapid Growth Chickens' Weights (lb)				
6.6	**5.1**	**7.7**	**8.1**	**5.7**
5.7	**4.5**	**7.4**	**6.1**	**6.3**
7.9	**4.9**	**5.6**	**6.4**	**6.8**
4.7	**5.3**	**6.0**	**8.0**	**6.6**

Make a dot plot and box plot for each chicken pen.

Make a frequency table and histogram for each chicken pen.

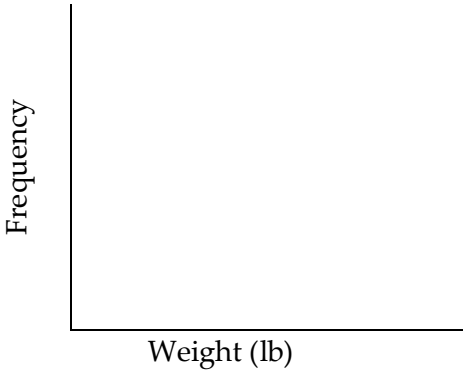
Pen A

Interval	**Frequency**
4.5 - 5.4	
5.5 – 6.4	
6.5 – 7.4	
7.5 – 8.4	



Pen B

Interval	Frequency
4.5 - 5.4	
5.5 – 6.4	
6.5 – 7.4	
7.5 – 8.4	



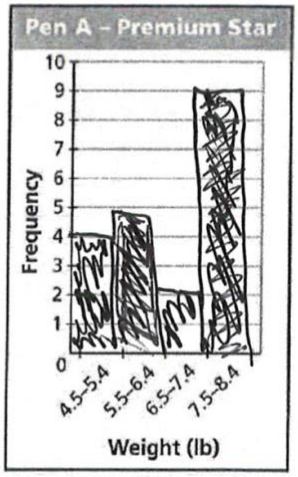
Find the mean and median weights of the chickens in each pen.

According to Farmer Fred's data, which feed produces the larger chickens? Use information from the previous problems to support your answer.

Question 14-a Two parts of José's work on this task are shown below.

D Make a frequency table and histogram of the data for pen A.

Pen A – Premium Star	
Interval	Frequency
4.5–5.4	4
5.5–6.4	5
6.5–7.4	2
7.5–8.4	9



A Find the mean and median weights of the chickens in pen A. Round to the nearest tenth if necessary.

4+5+2+9=20

2, 4, 5, 9

4) 20 = 5

-20

0

mean = 5

median = 4.5

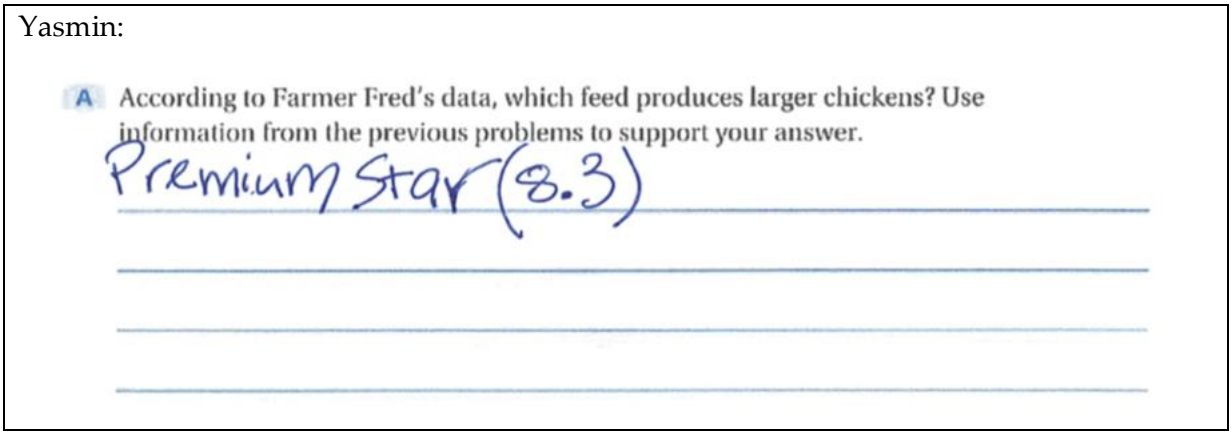
i. Name things José has done well when analyzing the data:

ii. Name things José needs to work towards understanding about analyzing univariate quantitative data.

iii. What would you write on José's paper to help him move toward a more complete understanding of how to analyze data like this?

Question 14-b Below are Yasmin and Maddie's responses to prompt (A) about which feed produces larger chickens. They typify common developing conceptions students have when comparing two data sets.

Yasmin:

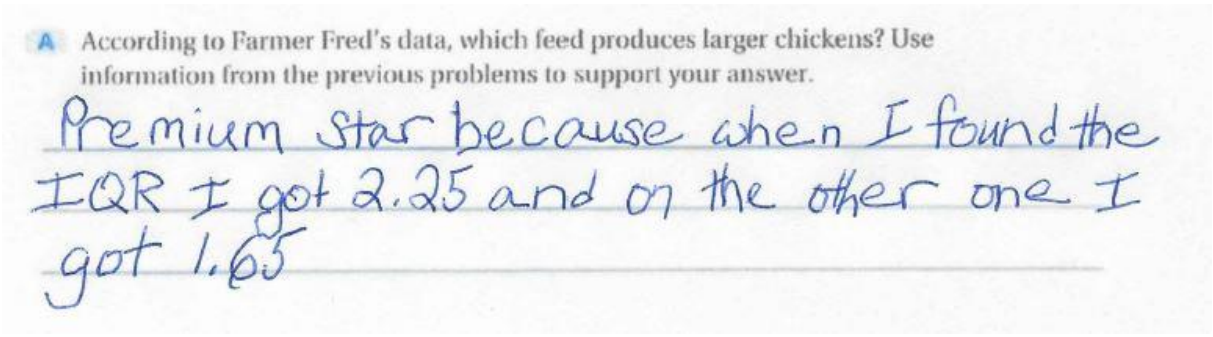

A According to Farmer Fred's data, which feed produces larger chickens? Use information from the previous problems to support your answer.

Premium Star (8.3)

i. Identify Yasmin's developing conception of how to compare two data sets.

ii. How would you respond to Yasmin to develop her sophistication in how she compares two data sets?

Maddie:



A According to Farmer Fred's data, which feed produces larger chickens? Use information from the previous problems to support your answer.

Premium star because when I found the IQR I got 2.25 and on the other one I got 1.65

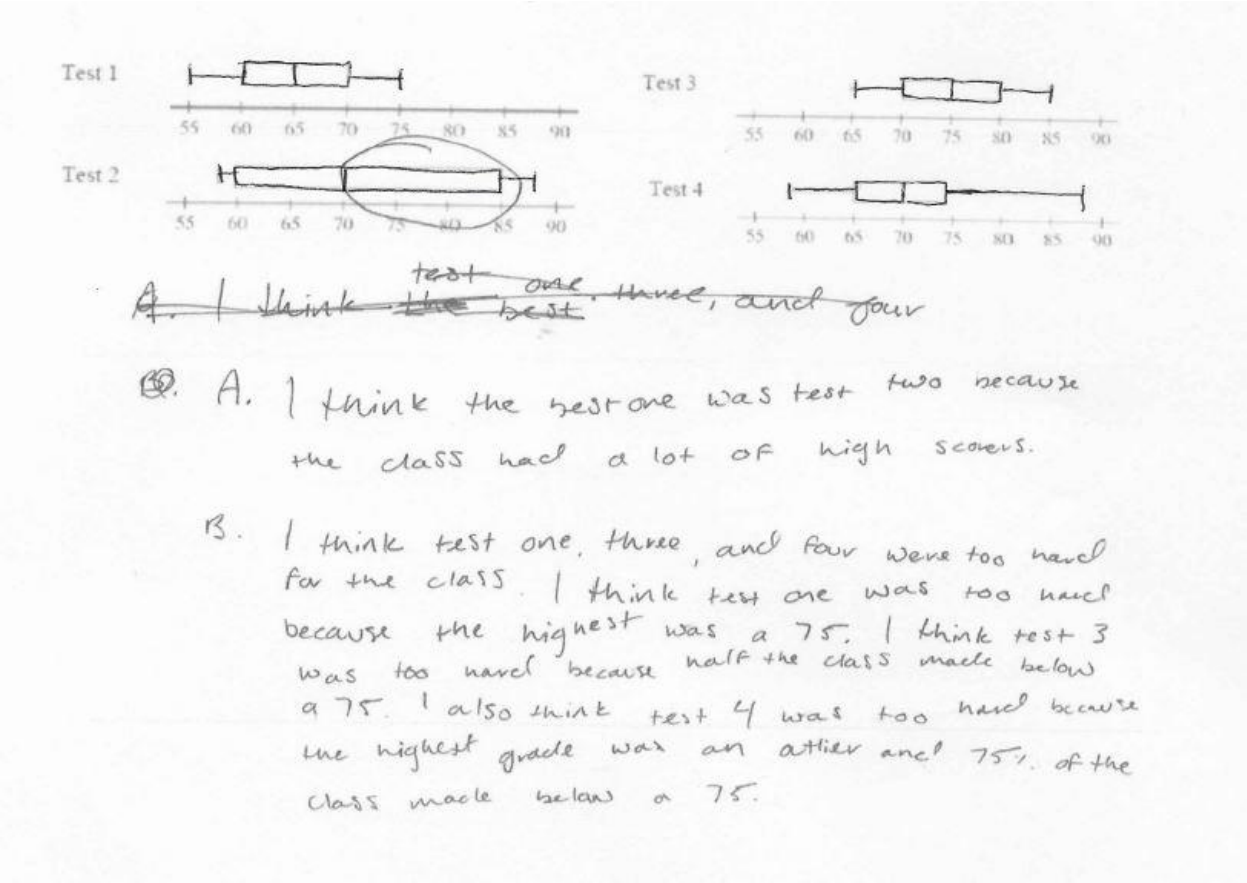
iii. For Maddie, attend to (Why did Maddie think Premium Star feed produced larger chickens?), interpret (why would she use that reasoning?) and respond to (What would you say or write to Maddie in your reply to her answer?) her thinking.

Next, we will consider the real work of high school students (not in AP Statistics) on the Test Results Task.

Question 14-c The Test Results Task and Jared's response to it is shown here:

9. Below are the results of four tests given to the same class. Using what you know about box plots, determine the following:
   - Which test do you think the class did better on and why!
   - Do you think that any of the four tests were too hard for the class?

Use specific evidence from the box plots! You must write at least 5 sentences!



i. Drawing from Jared's circling of a portion of the graph and his written answer for part (A), how can a box plot be visually confusing for a beginner?

ii. In part (B), Jared says that "I also think Test 4 was too hard because the highest grade was an outlier." Assess the validity of Jared's claim that the highest grade on Test 4 was an outlier.

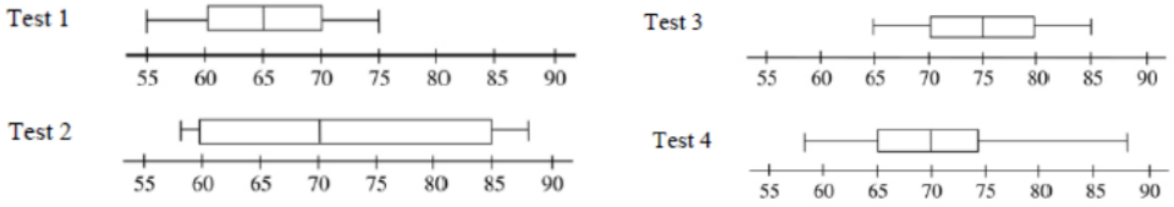
iii. If it is true, should that be used as the basis of an argument that Test 4 was too hard? If that is false, why might Jared have thought that?

Question 14-d Look at Graham's answer, below:

9. Below are the results of four tests given to the same class. Using what you know about box plots, determine the following:

- Which test do you think the class did better on and why!
- Do you think that any of the four tests were too hard for the class?

Use specific evidence from the box plots! You must write at least 5 sentences!



A. I believe that the third test was the one the class did best on because it has a higher consistency & nobody got under a 65. Meanwhile the other tests have a minimum below 65.

i. What aspect of his response demonstrates a case view of the data (as described in Activity 11)?

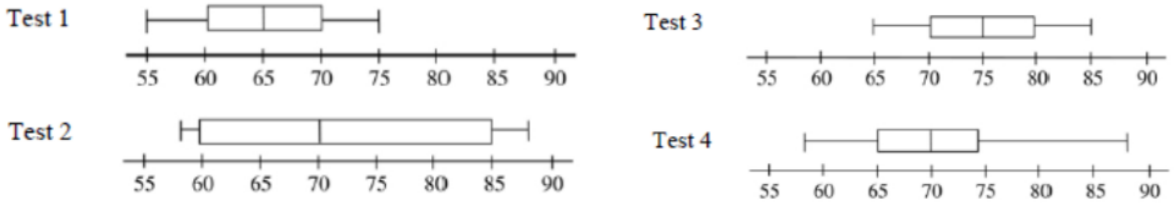
ii. Where does he show evidence that he is moving toward an aggregate view?

iii. How could you support Graham in moving towards an aggregate view?

Question 14-e Look at Candace's answer, below:

9. Below are the results of four tests given to the same class. Using what you know about box plots, determine the following:
   - Which test do you think the class did better on and why!
   - Do you think that any of the four tests were too hard for the class?

Use specific evidence from the box plots! You must write at least 5 sentences!



Test 3 because the center is 75 & the lowest grade was a 65.

Test 1 because the center is 65 & the lowest grade was a 55.

i. Is Candace's answer correct? Why or why not?

ii. What features of the distributions has Candace noted? What has she not attended to which is relevant when comparing distributions?

iii. Write a response to help Candace move further in her thinking about comparing distributions.

References

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