

Instructional Day: 8

Topic Description: Data collection check-in.

Objectives:

The students will be able to:

- Identify issues related to the data collection process
- Explain aggregation of data

Outline of the Lesson:

- Data check-in (10 minutes)
- Journal Entry (5 minutes)
- Data collection issues and aggregation of data (40 minutes)

Student Activities:

- Groups discuss the data collected to date.
- Complete journal entry.
- Participate in discussion about data collection issues and aggregation of data.

Teaching/Learning Strategies:

- Data check-in
 - Have students upload their individual data and share with the rest of their group.
- Journal Entry: Consider the data that your group collected. What issues did you have with collecting the data?
- Discuss issues that have arisen with data collection.
 - Have each group describe the data they have collected to date.
 - Clarify any misconceptions about what they should be collecting.
 - Did they understand the various prompts and possible responses?
 - How many entries did they collect? How does that compare with other groups?
 - Discuss aggregation of their data.
 - Why is it important for each member of the group to collect data?
 - Why will we want to pool the data from all of the groups at the end of the unit even if each group is working on a different set of research questions?
 - NOTE—modify based on whether there is one or more projects/class
- Build consensus to select, condense, and revise the questions into the class survey question set, if all students are working with the same overall topic.
 - There are several strategies that can be used to complete this task as efficiently as possible through consensus. The goal is to have a set of questions that can be combined into a single survey that will enable all teams to analyze the variables they need to answer their research questions. One such strategy is

- Each group writes each of their prompts/questions, possible responses for multiple or single choice prompts, and the variable name on 8.5 X 11 inch sheets of paper (one prompt and variable per sheet).
 - Group the members of 2 or 3 groups together so that they can spread the pieces of paper such that each group member can see all of the prompts.
 - A spokesperson for each group should share the team’s research questions and state why each of the variables/prompts is important to their research.
 - The groups then look for duplication in questions, rewriting duplicates into a final question that all members of the groups can agree upon. The teacher may need to intervene in disagreements and guide consensus building.
 - Repeat the process by combining these refined questions from all groups. The spokesperson of each group will be the active participant in working to build consensus among all teams. The prompts in round two can be displayed on the wall. Only the spokesperson for each group can talk.
 - If the class is smaller or there are several campaign topics, the process can be compressed into just one round of consensus building.
- Each group convenes to verify that their prompts and variables are represented in the list of final prompts.
 - Remind students of check-in dates and periodically remind students of their survey and sharing responsibilities.

Resources:

- No additional resources needed