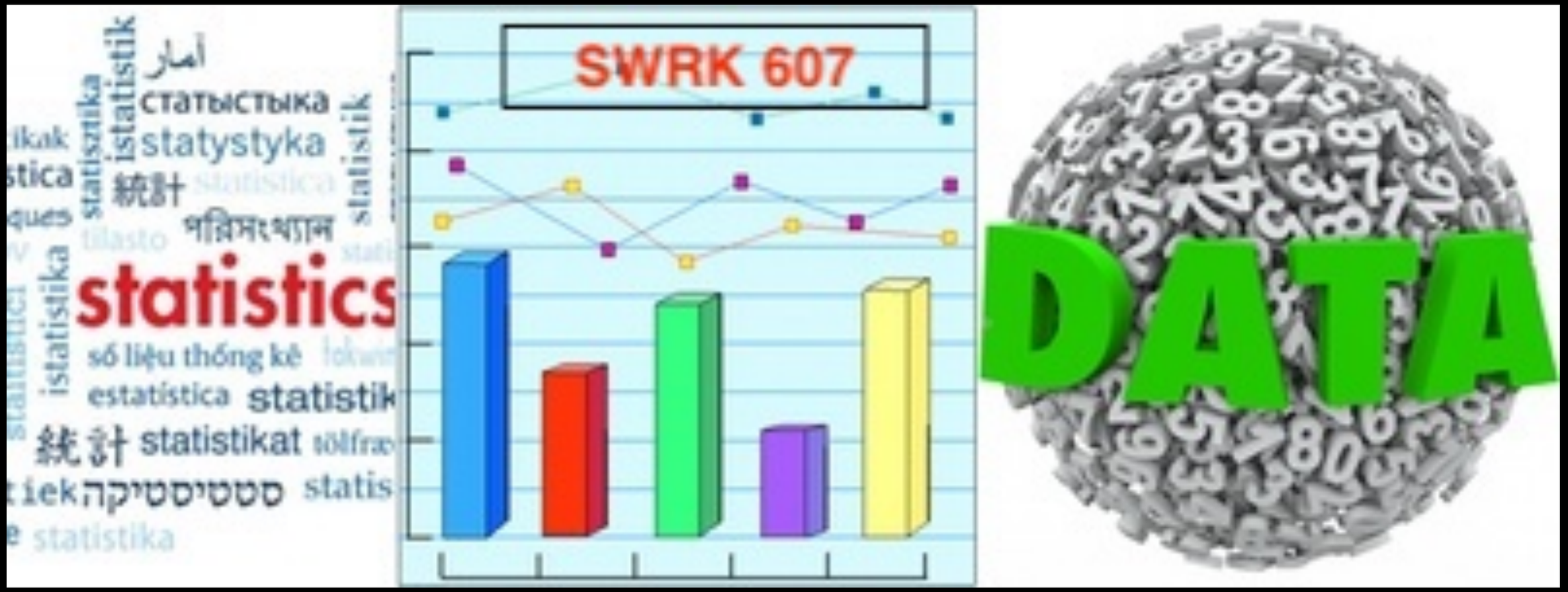


SWRK 607
Applied Statistics
Using Acrobatic Adaptive
Learning Program

Three Sections

Total of 27 Students

Transition

Flipped Class

Adaptive Hybrid

Section One


Active Duty Army Captain
Army Brat
VA Hospital Middle Manager
Army Veteran
Army Spouse
Army Spouse

Different Terminology

What I have used in 30 years of teaching:

Dependent and Independent Variables

The Acrobatic way:

Response and Explanatory Variables

Average Time per Week Spent on Acrobatiq (Self Reported)

Traditional Standard:
Two hours out of class for every hour in class

Actual data from instructor dashboard showed at end of fifth week, this student logged on 4 times and the average session length was 1 hour and 35 minutes.

Before Acrobatiq	After Acrobatic
3	8
2	5
4	3
4	2
4	2
2	3.5
3.5	7
2	6
3	7

Highest Quiz Scores

Which students are having difficulties?

Viewing: Students information for All Students

PIVOT

- Learning Objectives
- Students

One learning objective at time

LEARNING OBJECTIVES

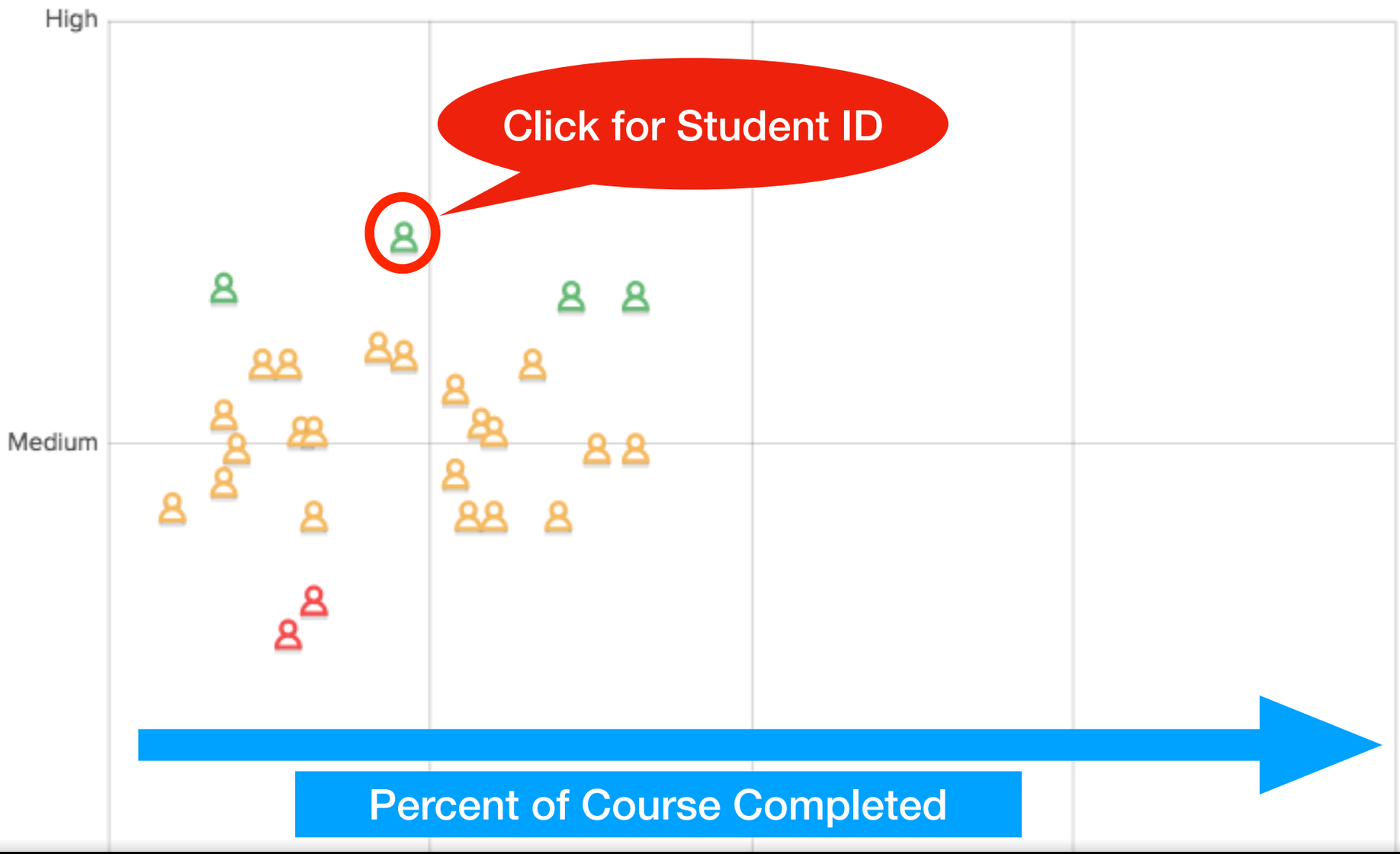
- All Learning Objectives
- Select Learning Objective(s)

POPULATION

- All Students
- Select Students

GRAPHIC INDICATOR Low High Need More Info

% LEARNING ESTIMATE



Feedback

- ◉ This study is an experiment, since it was based on a random sample.
- ○ This study is an experiment, since each incident was classified into one of the several possible combinations of severity and driving behavior.
- ○ This study is a combination of both an experiment and an observational study.
- ○ This study is an observational study, since researchers did not assign the drivers to be involved in an incident or not, nor to one of the driving behaviors.

Feedback

✖ This is not quite right. Remember that the *sampling* method isn't what determines whether something is an experiment. Think about the other choices.

Evaluate your ability to perform each of the following tasks. In other words, how well can you do each task?

	Not at all yet	With a lot of support	With some support	With minimal support	On my own
Identify the design and other features of a study*	○	○	○	○	○
Understand how the design of a study impacts the type of conclusions that can be drawn*	○	○	○	○	○
Determine how the features of a survey impacts the quality of the collected data*	○	○	○	○	○

* Required questions

Student Name	Learning estimate	Activity Completion
[redacted]	Medium	14%
[redacted]	High	41%
[redacted]	High	9%
[redacted]	Medium	28%
[redacted]	Medium	15%
[redacted]	Medium	23%
[redacted]	Medium	35%
[redacted]	Medium	9%
[redacted]	High	36%
[redacted]	Medium	33%

Which students are having difficulties?

Viewing: Students information for All Students

PIVOT

- Learning Objectives
- Students

One learning objective at time

LEARNING OBJECTIVES

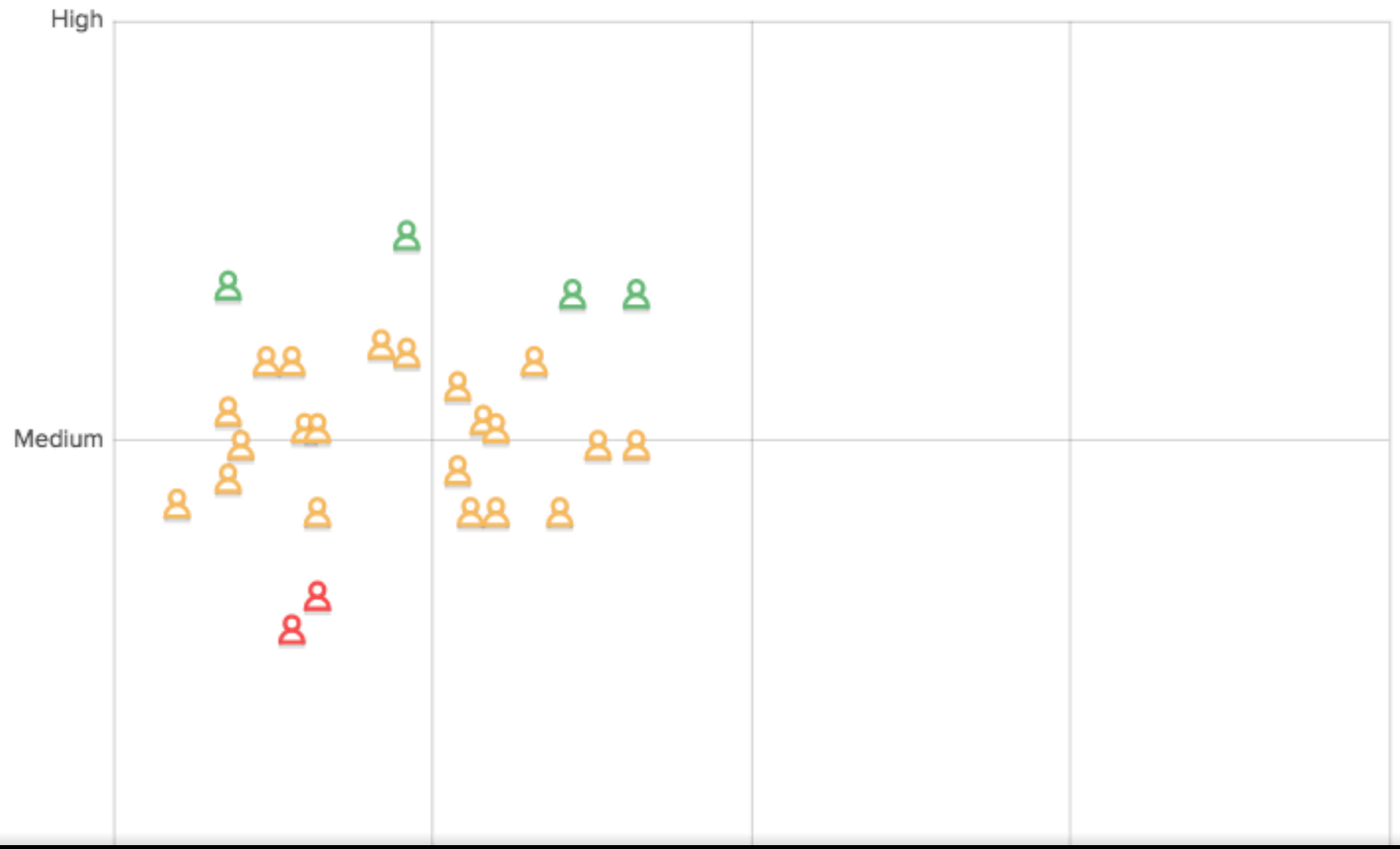
- All Learning Objectives
- Select Learning Objective(s)

POPULATION

- All Students
- Select Students

GRAPHIC INDICATOR Low High Need More Info

% LEARNING ESTIMATE



Viewing: Learning Objectives information for All Students

PIVOT

- (•) Learning Objectives
- ( ) Students

One learning objective at time

LEARNING OBJECTIVES

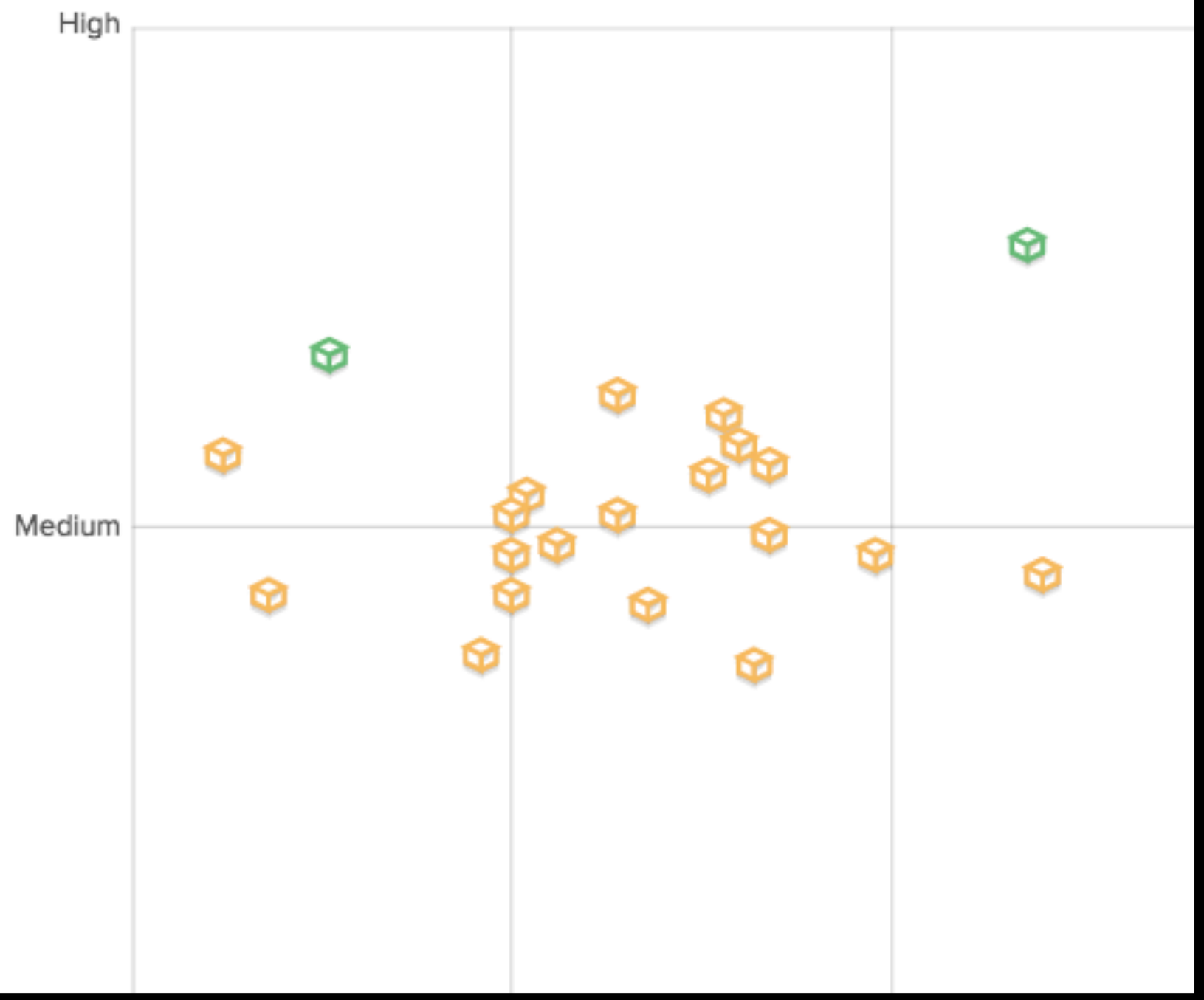
- (•) All Learning Objectives
- ( ) Select Learning Objective(s)

POPULATION

- (•) All Students
- ( ) Select Students

GRAPHIC INDICATOR Low High Need More Info

% LEARNING ESTIMATE ⓘ



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	Not at all yet	With a lot of support	With some support	With minimal support	On my own
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Understand how the design of a study impacts the type of conclusions that can be drawn*	○	○	○	○	○
Determine how the features of a survey impacts the quality of the collected data*	○	○	○	○	○

* Required questions

- (●) This study is an experiment, since it was based on a random sample.
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- ( ) This study is an observational study, since researchers did not assign the drivers to be involved in an incident or not, nor to one of the driving behaviors.

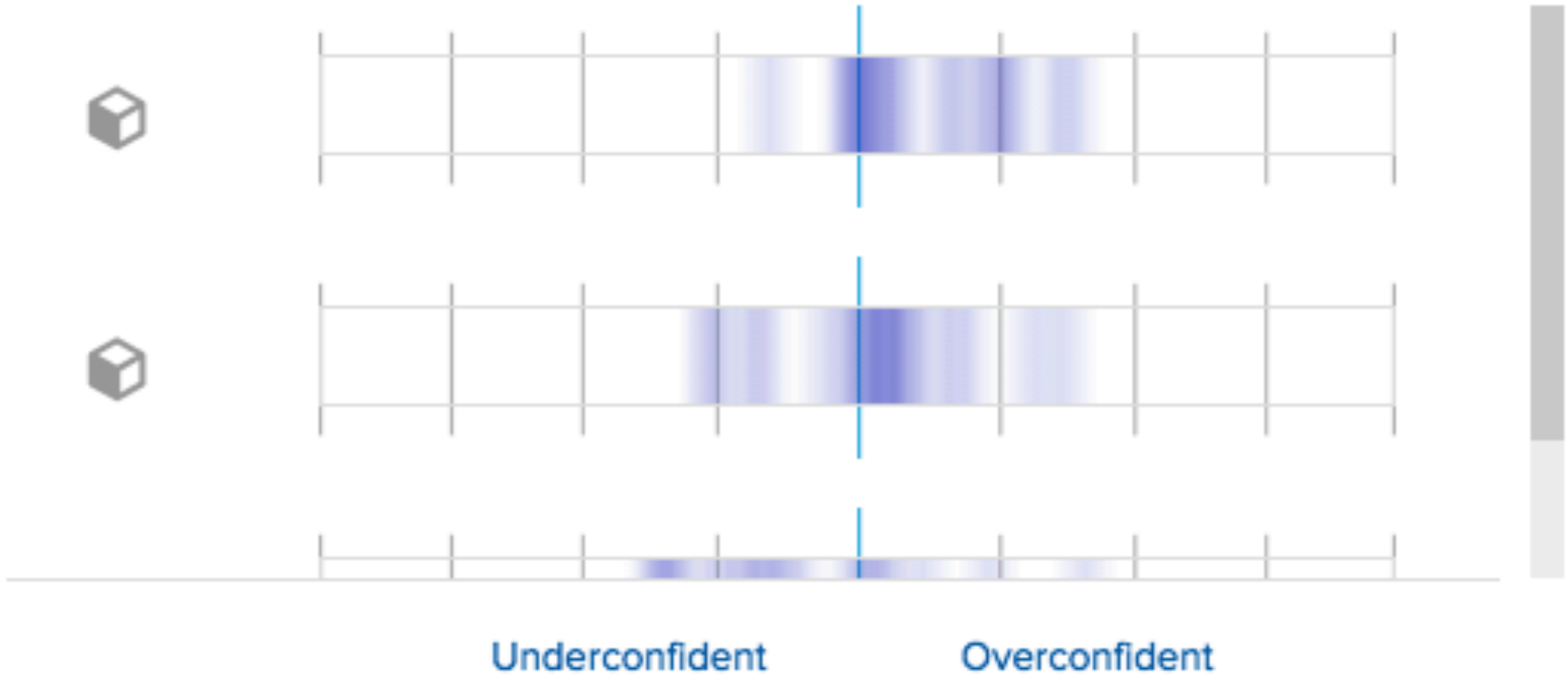
Feedback

✖ This is not quite right. Remember that the *sampling* method isn't what determines whether something is an experiment. Think about the other choices.

How well are my students self-assessing?

Module 1: Examining Distributions

Participating 64 %



	This course	All courses		
Student name	Page visits	Platform logins	Last platform logins	Avg. session length
Camps, Theresa	550	77	2018-02-20 03:18 AM	00:28:25
Witt, Laressa	447	36	2018-02-18 03:06 AM	00:43:00
Cratch, Al-Nisa	357	32	2018-02-20 03:31 AM	00:36:16
McKoy, Donna	177	31	2018-02-18 03:02 PM	00:20:47
Bradford, Bria	389	27	2018-02-19 02:44 AM	00:49:50
Balaam, Zhana	386	26	2018-02-18 12:38 PM	00:44:55
Conde-Williams, Annie	276	26	2018-02-19 11:50 PM	00:37:53
Alonzo-Brillant, Kerstin	307	23	2018-02-19 05:32 PM	00:46:03
Floyd, Kymberly	305	18	2018-02-13 02:41 AM	00:41:25
Zachary, Sharice	127	17	2018-02-16 11:10 PM	00:26:08

Viewing: Time Spent information for [redacted]

SELECT DATA SET

- Accuracy
- Activity Completion
- Pages Viewed
- Time Spent

POPULATION

- All Students
- Select Students

Enter a student name

CHECK ALL UNCHECK ALL!

- [x] Alonzo-Brilliant, Kerstin
- [ ] Balaam, Zhana
- [ ] Bonsu, Amaquah
- [ ] Bradford, Bria
- [ ] Camps, Theresa

Copy Excel PDF

Show 10 entries Search:

Module	Accuracy	Activity Completion	Pages Viewed	Time Spent
Learning Strategies	88.89 %	71.43 %	80 %	00:18:08
Introduction	0 %	0 %	100 %	00:10:45
Getting Ready	82.14 %	29.41 %	45 %	00:13:34
Exploratory Data Analysis	92.31 %	100 %	100 %	00:35:12
Examining Distributions	64.12 %	83.72 %	100 %	01:52:56
Examining Relationships	83.12 %	86.84 %	100 %	02:37:04

Learning Objective	Learning estimate	Activity Completion
Understand the structure of a data set and identify different type of variables.	Medium	42%
Generate graphical displays of the distribution of a quantitative variable and use them to summarize the overall pattern of the distribution.	Medium	23%
Generate numerical measures of center and measures of spread of the distribution...	Medium	9%
Summarize the relationship between a categorical explanatory variable and a quantitative response variable by comparing distributions of a quantitative variable across several groups.	Medium	41%

Positives

Negatives

“We don’t need you anymore” Dr. Dilday