

Class Format: Entirely online. Students contacted the teacher via e-mail or posting to a forum.  
 Class size: 10 students. Nine enrolled in non-quantitative majors: majors that don't require a quantitative course. One student enrolled in Business.

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1. What is the highest level math course you had taken previously?  
 Algebra I 0% Developmental Algebra 10%, College Algebra 50%; Calculus 10%.
2. How much do you like symbolic (algebra-based) math?  
 Strongly dislike 10%; Dislike 40%; Neutral 20%; Like 10%; Strongly like 20%
3. How much do you like expository writing: writing to analyze, explain or persuade.  
 Dislike 10%; Neutral 10%; Like 70%; Strongly like 10%.
4. How many college courses had you taken online before this one?  
 None 60%; One 0%; Two 20%; Three 0%; Four or more 20%.
5. How enjoyable was the Excel portion of this class? [Not applicable to GST 200]
6. How useful was the Excel portion of this class? [Not applicable to GST 200]
7. How valuable is this course in helping you read and interpret everyday statistics?  
 Some value 10%; Fair value 40%; Highly valuable 50%.
8. How helpful was this course in developing your critical thinking skills?  
 Somewhat helpful 20%; Very helpful 70%; Extremely helpful 10%
9. Would you recommend this course to a friend?  
 Probably not 20%; Can't say 10%; Probably would 60%; Definitely would 10%
10. Statistical Literacy should be required of all college students for graduation.  
 Disagree 30%; Agree 60%; Strongly agree 10%.

**Rank "Top Three" Most Important Topics in Statistical Literacy**

- 1 Take CARE: Confounding, Assembly, Randomness and Error/bias
- 2 Assembly: Choose how things defined, measured, compared, presented.
- 3 Statistics are more than numbers. They include the context
- 4 Confounding
- 4 Hypothetical thinking: plausible confounders, plausible definitions.
- 6 Attributed to: Speculative statistics, New form of association, Implies cause
- 6 Named Ratios and Ratio grammar; Percent, Percentages, Rates

Each student selected their top three from a list of 15.

Choices were based on their prior open-ended unstructured responses

**11. How would you describe this class to a friend that would give them some idea of what the class is and isn't -- and why it is valuable?**

I would say that they shouldn't be turned off by the name of the class-- It involves much more interpretation of words than math. I would say that this class has a lot of value, because it teaches how to accurately interpret.

The most useful part of the class is seeing how statistics are developed and why they are not always credible. You do learn how to read and question numbers. This class is valuable for learning how to look at and assess statistics. I would not recommend an on-line class to someone like myself, whose learning style is verbal discussion and classroom give and take.

This class is very helpful in providing the means to look more deeply at statistics and the language of statistics.

I found this class to be viable because of the critical thinking skills enhance. That is about it.

This is a class that opens our eyes to how ignorant we are to the manipulation we receive on a daily basis. By teaching people how statistics are gathered, constructed and publicized as well as possible factors that could nullify or lessen the statistic allows us to question what is being stated as truth and allows critical and independent thought. Also, by teaching people the basics of how to properly do a study and how to properly present it, they can better inform the public and not be as innocently biased. Knowledge is power and this class is an essential part of the core knowledge necessary to have a well-rounded education.

By taking this course you get a better understanding of how to present information in a way that is clear and concise. As a student you gain knowledge and understanding on how to critically evaluate statistical data so you are better able to draw your own conclusions.

This class is very organized. For example the text is set up in a way to help you in both the quiz and the Odyssey portion. I enjoyed the amount of time given (a week) for each assignments due date. My favorite part of the course was Odyssey. Odyssey is an online challenge where the author uses the skill of critical thinking and their peers will evaluate your response and give feedback. This course is not all about numbers, this was my concern when starting it.

I would say the class is very involved. It isn't difficult material, but it is very time consuming.

I'd say that it teaches individuals to differentiate the subtle yet large differences in similarly worded statements; that was pretty important to me. It's amazing how similar two things can be worded, but end up being drastically different meanings.

It's an accessible and easy going class that mostly involves self-reflection and a critical lens of how statistics are portrayed to sway meaning and value

**12. What did you like most about taking this class?**

I found the parsing of words that we did to be very interesting, and figuring out exactly what they mean word-for-word is something that I haven't considered

That I could do it from home

I liked leaning more about how important the language use is.

The thing I like most about this class is that it was online so I didn't actually have to go to campus.

Learning to think out of the box about confounders and that not everything you read is backed by sufficient data. I also liked that the quizzes were the same questions so that I can see what I got wrong and why another answer is better. Because if I got a question wrong again, then I could narrow down what that actual answer was and then go back to the textbook and figure out why I had it wrong in my head. If it was a different question then I would not have been able to find out what the right answer was and what I didn't know.

I really enjoyed the critical thinking involved in the Odyssey portion of this class. It was very interesting to evaluate my classmates own opinions to see how differently we approach statistical analysis.

My favorite part of the course was how organized the professor is. He provided many helpful resources, such as audio of each chapter and slides. These really were beneficial. I also like the online challenge Odyssey, I liked seeing other students' responses.

I liked the odyssey portion the most (once I figured out the concept)

I really enjoyed the Odyssey2Sense portion of the class. Although, there are a few things that could be tweaked/streamlined for that website, it was pretty cool overall and a new way to learn.

How low pressure it was.

How I as able to apply it to the work that I do

**13. What did you like LEAST (dislike most) about taking this class?**

I'm not too fond of the structure of online summer courses. I feel as though it involves me teaching myself from a textbook, and although odyssey is a good start, I find it difficult to learn without extended interaction with other students and my professor.

I did not like on-line learning, this is the first class that I have taken that way, and hopefully I won't have to do many more

I was just personally too busy to give as much effort as I would have liked to, but I thought the class was fair and designed well.

The part that I dislike the most is the lack of interaction with the professor during lecture. Because of the online format it was hard to ask questions as they came up during homework. Also there were a few examples on how to actually compute the problems given in the text.

I wish there was more interaction with other students in maybe like an optional Skype discussion once a week. If I had the ability to call in or video conference once a week then I could have been able to reinforce what I learned and heard other examples. Also, if I had a question, then it would have been easy to deal with it during that discussion.

I did feel like some of the chapter exercises were a bit redundant. i also felt that the directions for the chapter exercises could have been a little more clearly stated. Some of the directions were very clear, some were not.

Since this was my first online course, it was challenging not being in a classroom setting and hearing from other students and or the professor.

I didn't like the large volume of assignments. I tend to thrive in courses where there aren't many weekly assignments, but rather a few large assignments throughout the course.

That one week where we had 17 quizzes! I'm really glad that it tapered back down toward the end of the semester though.

Online is always hard and kinda impersonal.