

AP Statistics Reflection Journal Prompts
2015-2016

Spring

9. (DUE 5/9) Now that we have completed the project and presented the results to Mobile Loaves and Fishes, I would like you to reflect on the entire process of the project.

1. First, please [follow this link and complete a short survey of the course project.](#)
2. Using the questions from the survey in step 1 as a guide to organize your thoughts, please share your reflections on your overall impression of the project. Here are some additional questions to consider, though you do not have to answer them directly: How did it go? What did you get out of it? Was it useful? Are there particular aspects that stood out to you? Would you recommend it for future classes? etc.

10. (DUE 5/11)

1. First, please [follow this link to complete and end of the year math attitude survey.](#)
2. Second, for your very first journal entry of the fall semester you were asked to complete this same “math attitude” survey in which you responded to how accurately 16 statements described you, select **at least 3** of the statements, and explain in your own words why you responded to them the way you did on the survey.

For this journal entry I would like you to do this again. You can choose the same 3 statements as you did in the fall or you can choose new ones. Scroll to the last page of this document (p. 14) for a list of the questions from the survey.

3. Finally, I would like you to give one final answer to the “touchstone questions” of this year. Your answers may or may not be the same as the previous times you have answered these questions. The point of this exercise is for you to stop and think: if my answers are the same, why haven't they changed? If my answers are different, why are they different?
 - a. Why should you value (or devalue) your math education?
 - b. At Regents the word ‘ministerium’ is used often. Define what this means in your own words.

8. (DUE 5/3): For this journal entry I would like you to reflect on the data analysis that we have been doing in class based on our survey results. To help organize your thoughts, respond to the following questions:

1. What methods are you using to analyze the data and why? Have you found it hard or easy and why?
2. Did you feel prepared for the data analysis? Did it make sense when to use different inference methods that we have learned over the year?
3. After doing data analysis, can you explain the connection between the community service work and the content of this class?
4. Did analyzing the results of our service project help solidify concepts from the course?
5. Describe some results that stand out to you from your data analysis. How will these results impact the work of Mobile Loaves and Fishes?
6. What did you enjoy about the data analysis? What did you not enjoy?

7. (DUE 4/21) For this journal entry I want to return to the “Touchstone Questions” that appeared in your first journal entry of the spring. Now that we are at the midway point of the spring portion of our project (in other words, now that we have given the survey), I would like you to respond to the following questions. Your answers may or may not be the same as your first spring journal entry. The point of this exercise is for you to stop and think: if my answers are the same, why haven’t they changed? If my answers are different, why are they different?

- a. Why should you value (or devalue) your math education?
- b. At Regents the word ‘ministerium’ is used often. Define what this means in your own words.

6. (DUE 4/11) For this journal entry I would like for you to reflect on the experience of giving the survey. Below are some questions to help guide your reflection. You don't have to answer these questions directly, but read through them to help process and organize your thoughts.

- What were your expectations going into giving the survey (either excitement or fears)? Were those expectations met or not?
- What stood out to you the most about your experience? Why?
- What was challenging about giving the survey? What was rewarding?
- Were you prepared to perform this task? If not, what would have prepared you more?
- What did you learn about Community First through this process? What did you learn about homelessness? What did you learn about yourself?

5. (DUE 4/4) For this week's journal entry I would like you to practice giving our survey and then reflect on that experience.

[Here is a link to the survey.](#)

You will need to find a parent, teacher, or a friend (not in AP Stats) to volunteer to help you with this assignment. No person can be surveyed twice! So two people in stats cannot pick the same friend, teacher, or parent to survey. Whoever you pick will need to be willing to role-play slightly since they won't be a formerly chronically homeless person now living at Community First. Their answers to the questions are not important. What is important is that you get the experience of going through the entire survey and reflecting on it prior to us driving out to Community First.

Please keep in mind what you learned from last week's journal entry, particularly the [survey advice from ECHO](#), when you give the survey.

Your journal entry should contain the following:

1. The name of the person you surveyed
2. A brief description of the setting the survey was given in. (What time of day was it? Where was the survey given? Was it just the two of you or were you in public? etc.)
3. How long it took to complete the survey.
4. Feedback from the volunteer you surveyed. Sample feedback items might include:
 - a. Were any questions confusing in their wording or answer choices?
 - b. Did the speaker stay on script?
 - c. Did the speaker do their best to avoid biasing the responses either in the way they read certain questions or their actions while the survey was in process?
 - d. Did they feel like the speaker was truly listening to their responses or that the speaker was just recording data?
 - e. Did the volunteer feel respected and that their answers mattered?
5. Your reflection on the process. Sample questions you might address:
 - a. Talk about your comfort level. Given that this was a trial run with a friendly volunteer, think about how you felt during the process and how that might translate to giving the survey for real. What are some things you need to be aware of to help the survey go well? (ex: nerves leading to talking fast, uneasiness over personal questions leading to a change in tone for the way the question is asked, etc.)
 - b. Was it difficult to listen to responses and record them at the same time?
 - c. After this experience, what will you do differently when you give the survey at MLF? What will you be the most mindful of when giving the real survey?

4. (Due 3/28) This week we were scheduled to have Mariana Salazar, Director of Research and Evaluation for ECHO (Ending Community Homelessness Coalition, Inc.) share her experience in surveying/researching the homeless population and offer practical advice for you to be aware of prior to administering your survey on April 8. You can visit austinecho.org for more information on the organization and its research. Unfortunately Mrs. Salazar will no longer be able to visit us due to health issues. However she has shared some materials that I would like you to look over and reflect on.

For this journal entry I would like you to do 3 things:

1. In the "Project Information" folder access the "ECHO Resources" folder and open the [VI-SPDAT Survey Manual](#). VI-SPDAT stands for the Vulnerability Index - Service Prioritization Decision Assistance Tool. It is a survey that allows organizations that serve the homeless to assess the needs of their clients.

Read pages 4-8 of the VI-SPDAT Survey Manual that explains what the instrument is and how it is to be used by those giving the survey. Also read the document "[Survey Advice from ECHO](#)."

From that reading, what are some things that stand out to you as being important to have under consideration when we are giving our survey? Are there any changes or additions to [our survey](#) (access link for reference) that you would recommend in light of the introduction to the VI-SPDAT tool?

I encourage you to skim through the rest of the VI-SPDAT, noting the questions that are asked. The document offers some helpful advice for each question in terms of acceptable (unbiased) and unacceptable (biased) ways of rephrasing or rewording questions.

2. In the "Project Information" folder access the "ECHO Resources" folder and open the [Need Analysis Presentation](#). This is a PowerPoint of data on the homeless in Austin collected by ECHO through the VI-SPDAT tool. Read through the presentation. Please comment on what statistics stood out to you and which data displays you found most effective. This will be a good reference as we move forward and consider how to present our results.
3. If we assume the Need Analysis Presentation is communicating the results in terms of the *population* of homeless in Austin, how can we make use of this report when we run our data analysis on our *sample*? In other words, think about the inference procedures you have learned where we compare a sample to a hypothesized population value. Is there data in this report that touches on the same issues/questions of our survey to allow for a point of comparison between MLF Community First residents and the entire homeless population of Austin? If so, what questions do you notice that are included in both this report and our survey?

3. (DUE 3/4) This week Dr. Bullock will be visiting with our class on Thursday to share about the experiences that led her to write the book, [*Real Austin: the homeless and the image of God*](#). Your journal entry for this week will be to reflect on Dr. Bullock's presentation..

In preparation for her visit, I have posted an excerpt from her book, "[Chapter 7: Tyrone](#)" in the articles folder, project articles sub-folder. When I asked Dr. Bullock if a particular section of her book would be best for students to read, this was her response: "The chapter about Tyrone, near the end. That's where I talk about really overcoming my aversion to this person and connecting on a human level."

If you are absent from class on Thursday, your journal entry needs to be a response to reading the excerpt from Chapter 7.

You're overall guiding question for this journal entry: How did what Dr. Bullock had to say (or how did your reading from her book) impact your own view of the homeless? How did it impact your view of this project or the preparation that you put in to administering the survey?

2. (DUE 2/26) After reading your first journal entries of the spring, a common theme emerged: having some level of anxiety or uncertainty about how to relate authentically with the formerly homeless people that we are surveying. As a class we will be taking some practical steps to address this concern prior to administering the survey on April 8. This second journal entry for the spring is meant to begin the process of understanding (as best we can) the life situation of those we are surveying.

First, get to know the story behind one of the residents of Community First, Ellis. Read his story and watch the following videos:

- [Ellis part 1](#)
- [Ellis part 2](#)
- [Ellis part 3](#)

(If you would like to learn about other residents, please feel free to [explore their stories here.](#))

Now, for this journal entry, I am going to ask you to do some perspective writing. Imagine you are Ellis (or any other resident of Community First) to the best of your ability. I would like you to write about two things: what a typical day might look like and what a day being interviewed/surveyed might look like. Below are some guiding questions for you to consider.

1. **A typical day:** Imagine you are Ellis (or any other resident of Community First) and you wake up in the morning. Where are you? In what kind of room and in what kind of bed? What do you eat for breakfast? What do you do with your day? What do you enjoy? What do you dislike? What are you looking forward to? What are you hoping will happen? What do you dread?
2. **A day being interviewed/surveyed:** Still imagining you are Ellis (or any other resident of Community First), and a group of high school students arrives on the property to conduct a survey. What do you think about these people who are visiting and interviewing you? How do these people act toward you? Is their presence welcomed or helpful? What do you wish they would do differently?

While this is an exercise in imagination and has no right/wrong answers, I hope it starts you thinking on some of the practical ways we can take steps to be authentic in the way we relate to and interview the residents of Community First.

1. (DUE 2/19) In this first spring journal entry I would like to you to take some time to process all the information that has been set before you this week. At the beginning of this week you received the following project documents:

- [Statistics Project Rubric - Spring](#)
- Spring Project Calendar: [C Block](#) / [E Block](#)
- [Proposal Overview](#)
- [Statistics Project Rubric - Proposal](#)
- [Sample Project Proposal](#)

This first journal entry is meant to address two things:

2. There is a lot to digest in the above documents and this journal entry is meant to provide you some space in which to do so. The following questions may be useful in guiding your writing. You can respond to all of these questions or none of them. The point is that you simply take time to consider the task before you and begin to process the expectations, fears, anxieties, excitements, etc. that accompany it.
 - a. What are the goals we should have as a class on this project? What are the goals you have as an individual on this project?
 - b. What do you perceive as potential hurdles to reaching these goals, whether from within this class or from without?
 - c. What knowledge will you need to apply from this class in order to complete the project successfully?
 - d. What personal qualities (leadership, communication skills, compassion, etc) will you need to complete the project successfully?
 - e. What aspects of this project do you expect to be exciting, challenging, frustrating, rewarding for you?
 - f. What kind of help will you need from your instructor, from the school, or from MLF to make your project successful?
 - g. Describe what you expect your contribution to be to the final product of this project.
3. There are several what we'll term "Touchstone Questions" that we'll return to throughout the project. Prior to jumping into the spring portion of our project, how would you respond to the following:
 - a. Why should you value (or devalue) your math education?
 - b. At Regents the word 'ministerium' is used often. Define what this means in your own words.

Fall

5. **(Due 12/14)** For the last journal entry of the fall, I simply want to hear your thoughts on the project thus far. Please briefly summarize your evaluation of the project to this point. Some questions that you might consider:

- In journal entry #2 you addressed your expectations and understandings of the project and our partnership with Mobile Loaves and Fishes. How have those expectations unfolded or changed as the semester progressed?
- What aspects of this project do have you found to be exciting, challenging, frustrating, rewarding for you?
- How have you understood the relationship between class work on statistics and the project?
- What, if anything, would you change about the design of the service-learning project?
- What specific comments and recommendations do you have regarding communicating with the community partner, working in groups, logistics, and the time commitment required for the project?
- What kind of help will you need from your instructor or Mobile Loaves and Fishes to make your project successful?

Fall

4. **(Due December 1)** For this journal entry you need to read the following article:

[“Casualties of the Streets”](#)

There is also a PDF provided in the “Articles” folder if you cannot get the above link to work. The actual address is: <http://projects.statesman.com/news/homeless-deaths/>

Earlier in the year you were given assignments to read an article and then write a one page summary (reminders/details on how to do this can be found in the “Articles” folder). For those assignments I asked for a paragraph summary and then a paragraph of interpreting/applying the results to what we are learning. In this assignment I want the **whole paper** to be interpretation/application. You **don’t need** to summarize the article first.

Write one page in response to the article in your reflection journal as your 4th journal entry. In your response you should reflect on how statistics was used in the article, how the topics address apply to our project with Mobile Loaves and Fishes, and how what we are doing may have an impact.

Fall

3. **(Due November 6)** For this journal entry I want you to take some time to process all the information that has been presented to you over the last two days in regards to the project. I would like you to do so in three specific ways:

1. Respond to the presentation from MLF.

The following questions may be useful in guiding your thoughts: What was the biggest take away from the presentation? What was communicated as the purpose of MLF's ministry? What stood out to you about what MLF is doing? What was your impression of what MLF wanted to do with statistics?

2. Respond to the chapter reading from the book *Chasing the Scream* that details the "Rat Park" experiment.

The following questions may be useful in guiding your thoughts: How does this chapter apply to the MLF project?

3. Respond to the class conversation. As a class we settled on the following main question to address in this project: *Is MLF's approach to treating homelessness successfully improving the quality of life of the people it serves, as compared to their life on the streets?*

The following questions may be useful in guiding your thoughts: In what ways do you think this is a good/bad summative question for the project? How does this question integrate MLF's presentation with the insight you gained from *Chasing the Scream*? If you think the question should be changed, what should it be changed to, and why?

Fall

2. **(Due October 29)** For the AP Stat project this year we will be working with Mobile Loaves and Fishes (MLF). Alan Graham, the founder, CEO, and president of MLF will be visiting our class next Thursday (10/29) to talk about MLF and what we will be doing in AP Stat to partner with them. I would like for you to come to that class Thursday with some background knowledge on MLF and having already spent some time thinking through how statistics might be meaningfully applied to help their cause. This journal entry will have two parts:

Part 1: Read the following article that discusses the work of MLF and in particular their Community First project:

http://www.huffingtonpost.com/2015/06/29/community-garden-ending-hunger-mobile-loaves-fishes_n_7307046.html

Also, spend some time exploring their website mlf.org

In your journal, share your thoughts/initial impressions about MLF and their mission. If applicable, discuss any previous interaction or volunteer work with MLF.

Part 2: Respond to the following question: What are your expectations for this project? In other words: having not been provided with any details yet on the nature of the project, but having an understanding of MLF and (hopefully) some understanding of statistics, how do you expect a statistical project with MLF to look? What are your initial thoughts how applicable or how important statistics is for the work of MLF?

Fall

1. **(Due October 19)** You were recently asked to complete a “math attitude” survey in which you responded to how accurately 16 statements described you. For your first reflection journal entry, select **at least 3** of the statements and explain in your own words why you responded to them the way you did on the survey. As a reminder, below are the 16 statements that you responded to according to the following scale: 1 = Very untrue of me, 2 = Somewhat untrue of me, 3 = Neutral, 4 = Somewhat true of me, 5 = Very true of me.

- I am sure that I can learn mathematics
- I'm no good at math
- Math doesn't scare me at all
- It wouldn't bother me at all to take more math courses
- Mathematics makes me feel uncomfortable, restless, irritable, and impatient
- Mathematics makes me feel uneasy and confused
- Mathematics is enjoyable and stimulating to me
- When a math problem arises that I can't immediately solve, I stick with it until I have the solution
- I would rather have someone give me the solution to a difficult math problem than have to work it out for myself
- I do as little work in math as possible
- I study mathematics because I know how useful it is
- Mathematics is a worthwhile and necessary subject
- I will use mathematics in many ways as an adult
- Mathematics is of no relevance to my life
- Taking mathematics is a waste of time
- I expect to have little use for mathematics when I get out of school