Assignment #2

# Sweet Stats: Statistics Website

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Sweet Stats: Statistics Website

**Evaluator Name: Linda Lampert**

| Group Member | Project Contributions |
|---|---|
| Barbara McCarty | ● Created a group chat on WhatsApp.<br>● Collaborated with fellow group members via WhatsApp.<br>● Came up with the idea of 'Sweet Stats".<br>● Got the ball rolling by using Google Sites to start the creation of a fun and engaging website, then added group members as collaborators.<br>● Created page banners, "Sweet Stats" title graphic, and the graphics for each statistical term.<br>● Designed the home page.<br>● Created and added a favicon.<br>● Created a webpage for z-tests that included:<br>○ A definition and explanation<br>○ A sample data set<br>○ Images<br>○ Additional helpful resources<br>○ A self-created video using --- to explain how to use SPSS to perform a z-test.<br>○ References<br>● Contributed to the group activity log.<br>● Proofread all of the website elements and the written document. |
| Douglas Koch | ● Collaborated with fellow group members via WhatsApp.<br>● Created a webpage for t-tests that included:<br>○ A definition and explanation<br>○ A sample data set<br>○ Images<br>○ Additional helpful resources<br>○ A self-created video using --- to explain how to use SPSS to perform a t-test.<br>● Contributed to the group activity log.<br>● Proofread all of the website elements and the written document. |
| Linda Lampert | ● Collaborated with fellow group members via WhatsApp.<br>● Assisted in creating an engaging website by creating a web page template, copying it for each statistical element, and then linked each page to the corresponding image on the home page.<br>● Create a webpage for mean, median, and mode that included:<br>○ A definition and explanation<br>○ A sample data set |

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| | ○ Images<br>○ Additional helpful resources<br>○ A self-created video using Screencastify to explain how to use SPSS to calculate the mean, median and mode.<br>○ References<br>● Created a webpage for standard deviation that included:<br>○ A definition and explanation<br>○ A sample data set<br>○ Images<br>○ Additional helpful resources<br>○ A self-created video using Screencastify to explain how to use SPSS to calculate the standard deviation.<br>○ References<br>● Created the group activity log and shared with the group.<br>● Graded website using the provided rubric.<br>● Proofread all of the website elements and the written document. |
| Patrick Holness | ● Collaborated with group members via WhatsApp<br>● Create a webpage to explain p-value that included:<br>○ A definition and explanation<br>○ A sample data set<br>○ Images<br>○ Additional helpful resources<br>○ A self-created video using --- to explain how to use SPSS to calculate the p-value.<br>○ References |

**Assessment 2 Rubric**

| Category | Did not meet the minimum standards | Met the minimum standards | Exceeded the minimum standards | Your score |
|---|---|---|---|---|
| Required elements for the website | The website contains at least 5 pages that detail 5 separate statistical concepts. At least 3 of the concepts are inferential statistics. Substantial issues exist with the appearance or group | The website contains at least 5 pages that detail 5 separate statistical concepts. At least 3 of the concepts are inferential statistics. Videos and material create a somewhat cohesive and attractive appearance, | The website contains at least 5 pages that detail 5 separate statistical concepts. At least 3 of the concepts are inferential statistics. Each member records at least one video. Each member submits a group evaluation | 10/10 |

| | | | | |
|---|---|---|---|---|
| | participation (0 -5 Points) | but some issues exist with the appearance or group participation. (6 -8 Points) | (log). Videos and material create a cohesive and attractive appearance. (9 -10 Points) | |
| Content | There are issues with quality in the written concepts, videos, and scenarios. Videos and material explain concepts and allow for the learner to grasp the material. Substantial mistakes with content or grammar are made and they impact the project or potential view experience/learning. (0 -5 Points) | There is a high -level quality in written concepts, videos, and explanations of the context. Videos and material clearly explain concepts and allow for the learner to grasp the material. Some mistakes with content or grammar are made and they do not impact the project or potential view experience/learning. (6 - 12 Points) | There is a high -level quality in the written concepts, videos, and scenarios. Videos and material clearly explain concepts and allow for the learner to grasp the material. Few mistakes with content or grammar are made and they do not impact the project or potential view experience/learning. (13 -15 Points) | 15/15 |
| | | | Total: | 25/25 |

**Self-Reflection**

The “Sweet Stats” group worked well together to make sure that all of the required elements were included on an engaging and informative website. Our website contains five pages that detail different statistical concepts. We included two descriptive statistics topics, which were the standard deviation and mean, median, and mode. We also included at least three inferential statistics concepts, which included p-value, t-tests, and z-tests. I recorded the videos for the descriptive statistics pages and Doug, Barbara, and Patrick each recorded an instructional video for their pages.

Barbara got the ball rolling with the website and came up with the awesome theme. She created the images for the statistical concepts, then I created a page template with some candy images. I copied the template four times and linked each page to the statistical concepts on the home page. Doing this enabled each member to create an attractive page that went with the theme of the website. Everyone did a great job including a video and relevant material.

The written concepts, videos, and scenarios on the "Sweet Stats" website are a high-level quality. Each member created a video and material that clearly explains the different statistical concepts and allows for the learner to grasp the material. As I looked over the website, there were no mistakes with the content or grammar. Each member did a great job making sure that their section was complete.

For the descriptive statistics elements that I did, I thought that using Skittles would be a great way to stick to the theme and explain these concepts. The images on my website pages were created using Google Drawings. I chose this method because it allowed me to include and illustrate the data, as well as other images the way that I wanted. Once I was happy with my product, I was able to download the Google Drawing as a JPEG and then easily add it to the website.

Overall, our group did a great job of working together and dividing up the responsibilities so that one person did not take on the bulk of the workload. I am pleased with our work and the overall outcome of the "Sweet Stats" website, which can be found at http://bit.ly/sweetstatss or https://sites.google.com/hvrsd.org/sweetstats/home.

# References

Salkind, N. J. (2017). *Statistics for people who (think they) hate statistics* (6th ed.). Washington, DC: Sage Publications.