# Learning Contract

In Neighborhood Analysis, I agree to work towards a grade of \_\_B\_\_\_. I have met with Professor Greenlee to discuss the details of this agreement on \_\_2/11\_\_\_. Any changes to this agreement will require an updating of this contract in consultation with Professor Greenlee, and may must be made by March 22, 2021. In addition to meeting all of the baseline requirements for the course, I would like to add the following learning and engagement goals:

Item 1

* Task Description – I’ve had experience with R before, but I was copying and pasting codes from a document and I only understood some of the code because I was just inputting the code to get the work done, so I didn’t have the opportunity to do any independent work when learning the basics.
* Learning Goal: I want to learn how to write my own codes for a class project I’m working on
* Reconciliation Period:

Item 2

* Task Description – I was looking over the syllabus predicting and forecasting is something I saw coming up on a handful of applications for different planning positions and I’d like to try my hand at it and see what it’s like since economic development is something I’m interested in for planning.
* Learning Goal: I want to be able to not only collect data but take that data and be able to predict future outcomes
* Reconciliation Period:

Item 3

* Task Description – I’m really good at reading graphs and charts, and I love making them to display the data I’ve collected.
* Learning Goal: learn how to make more aesthetic visualizations in R – and if possible, learn how to create interactive charts and graphs
* Reconciliation Period:

Item 4

* Task Description – Syntax
* Learning Goal: Get more familiar with it
* Reconciliation Period:

**Contract Rationale**

**Learning Goals:** What is it that you hope to learn by taking this class? Provide details that contextualize these goals within your academic and professional goals.

I hope to learn how to be proficient in R enough so that I can take my skills and apply them outside of the classroom. I’ve had some experience with R in my informatics II class and I liked how simpler it was to gather data using R, so I hope to continue to develop and reinforce my skills. I also would like to learn how to create maps and embed them into webpages. I took a cybergis course and we did that briefly, but I think knowing how to embed maps, and even graphs, is an important skill an employer would like to see; and it happens to be something I’m interested in.

**Strengths:** What do you see as the strengths that you bring to this class? How do you propose leveraging those strengths in service of our teaching and learning this semester?

My strong suit is data collection and when it comes to manipulating the data in R I found that’s the easy step, but I also happen to be good at it. I’m also good at reading and comprehending graphs which seemed to make using ggplot a little bit easier for making graphs.

**Areas for Improvement:** What do you see as some areas where you hope to improve this semester? What areas of growth do you want to focus on? What forms of support and feedback will help you to improve these areas?

I would like to get better with my syntax. A lot of the times I could say a code correctly but when I go and perform it there’s problems here and there. I don’t have trouble with the basics so assign, combine, etc. My problem is when we’re introduced to a function we’re told what it does and how to use it, but it’s not presented in the form of a formula almost. I’m finding out how I learn to speak, understand, and perform R happens to be the same way I’ve learned to speak and do math. If the functions were presented almost as an equation that would be helpful for being able to speak what I’m coding (e.g. seq(from,to,by))

Signed Agreed to by

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