

The Key to Getting a Good Grade in Professor Moody's Class

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01:198:142

What Information did Professor Moody Record?



Score/Grade

The number and letter of what each student received in the class

Dozing Off

The frequency in which students fall asleep in his class

Texting In Class

The frequency in which students are on their phone in class

Participation

The rate at which each student participates in class

Possible Conflicts of Interest in the Dataset



01

Interpretation

- Students may interpret the questions differently. The definition of “sometimes”, “always,” and “never”, are not explicitly disclosed.

02

Anonymity

- Students may not want to further hurt their grade by lying on the survey. This will make them appear as a better student on the dataset.

03

Explanations

- There is no concrete explanation for how much participation is considered “good” or “bad”.

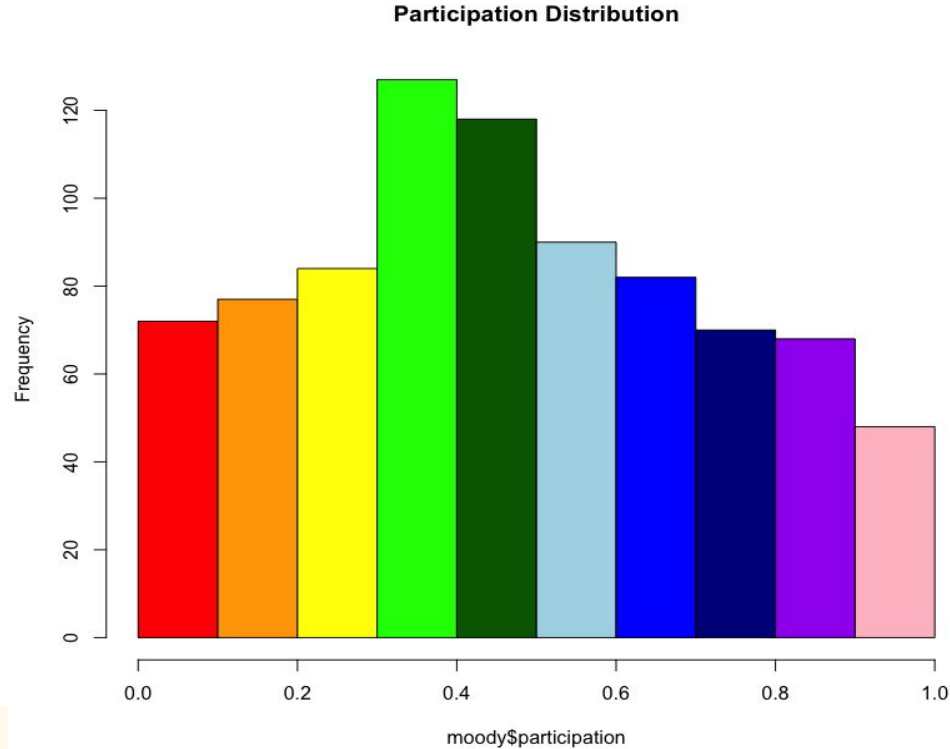
04

Favoritism

- The professor’s biases on particular students may have also affected these scores.

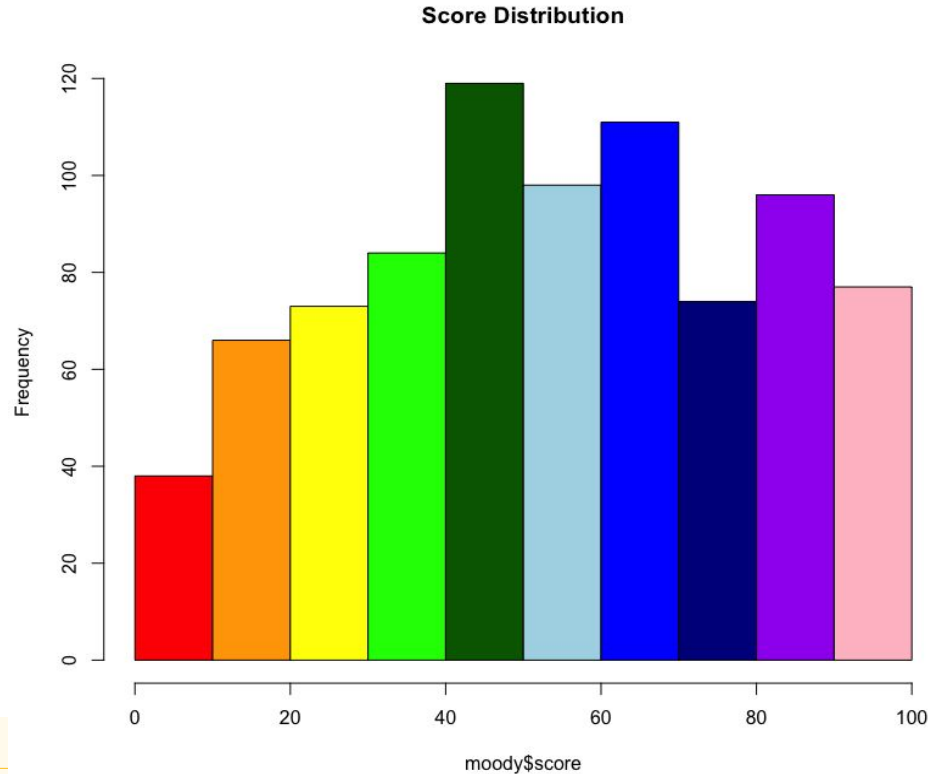
Participation Distribution

The majority of students do not have good participations grades. If grades were dependent on participation, then the distributions for participation and grades would be similar. Let's check that out!



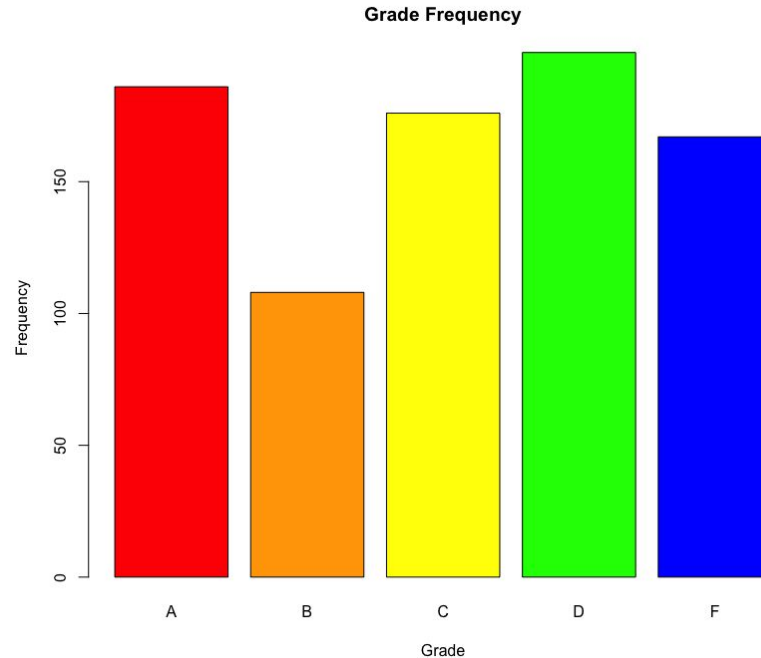
Score Distribution

Score distribution is not similar to participation distribution. This reveals that scores are not dependent on distribution. To confirm this hypothesis, we should also look at the letter grade distribution.



Grade Distribution

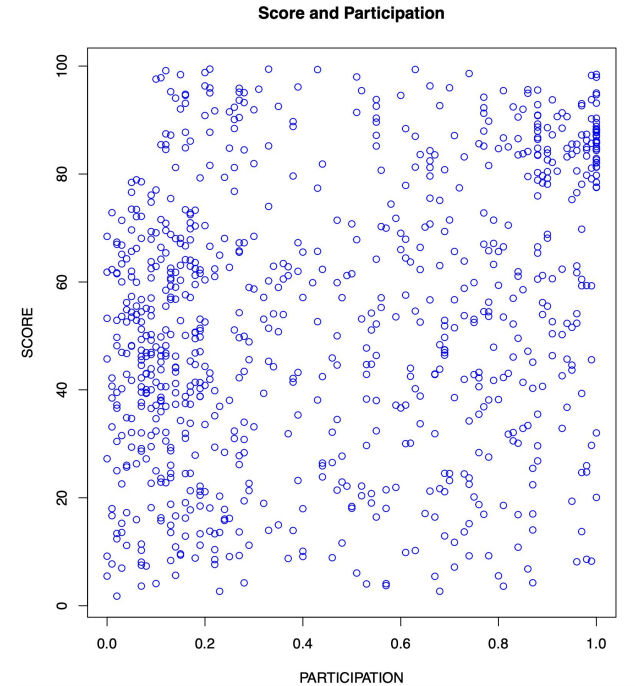
The grade distribution is also not similar to the participation distribution. We can view the relationship between score and participation together in a scatter plot. Let's check that out to confirm these findings.



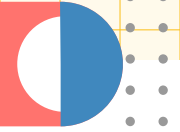
Is there a Correlation Between Score and Participation?

There is little to no correlation. All the points depicted here are scattered, while only few are concentrated in the left side and upper right side. This indicates that class participation is not the culprit for determining grades in Professor Moody's class.

Now that we have ruled out participation, it is important to also examine different factors. But participation is not a determining factor... what is? Two other primary factors that Professor Moody took note of were students dozing off and texting in class.

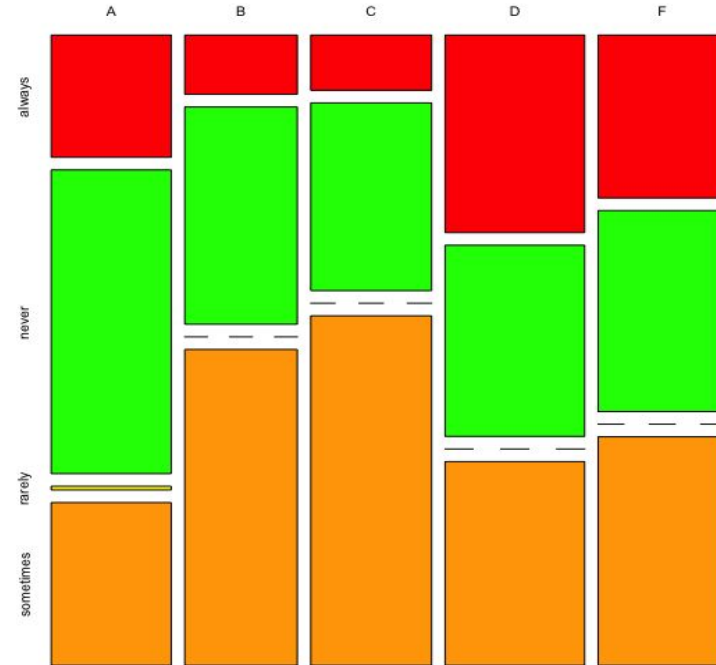


Grades and Dozing Off in Class



As revealed from the mosaic plot, there is an evident relationship between grade received and dozing off in class. While it can be said that students who never dozed off in class received better grades than students who always dozed off in class, it is important to still examine all factors to see if there is any more of a definite cause for particular grades. Let's take a look at the last factor, which is the frequency in which students text in class.

Grade Recieved Based on Frequency of Dozing Off in Class

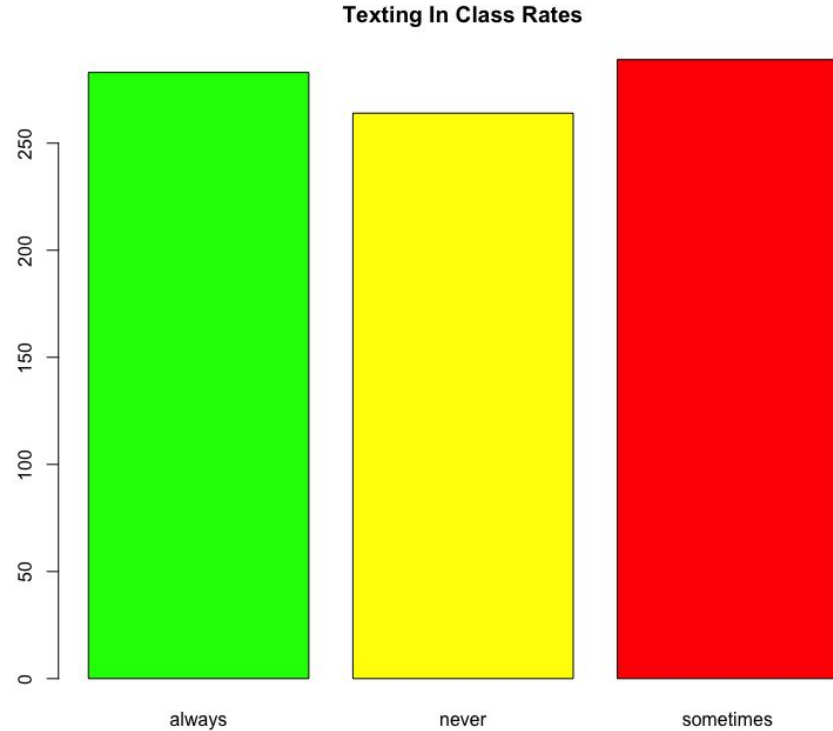


Frequency of Texting in Class

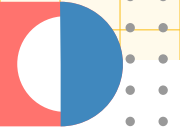


It seems that there is a strong separation with no truly distinct frequency of texting in class.

Let's check this frequency in terms of grades received on a mosaic plot!

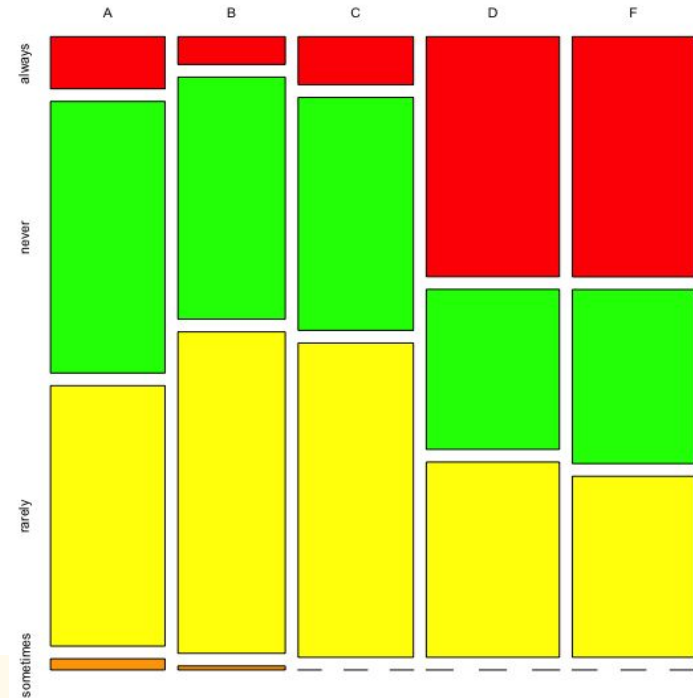


Texting in Class



As demonstrated from this mosaic plot, there is an evident correlation between never texting in class and receiving a good grade. The overwhelming majority of students who always are texting in class receive D and F grades. The majority of students who never or rarely text in class receive A, B, or C grades.

Grade Recieved Based on Frequency of Texting in Class



Main Takeaways from Data Analysis



01

No correlation whatsoever between grades and participation

02

Somewhat strong relationship between grades and dozing off in class

03

Definitive strong correlation between grades and texting in class

From the Dataset, we can conclude that...



There is an evident relationship between not dozing off in class and receiving better grades, along with the overwhelming majority of students receiving grades based on their frequency of texting in class. **Thus, the key to receiving a better grade in Professor Moody's class is to refrain from dozing off and more importantly, texting in class. This indicates that while Professor Moody does not take into account class participation when deciding grades, it is still extremely important for students to actively listen to his lectures and refrain from getting distracted.**

So, What Advice Should the T.A. Give?



Stay Alert!

It is important to always pay attention in the course! If you get distracted, you will perform worse on exams and thus receive a lower grade.

NO Texting In Class

This is the most important factor that Professor Moody has data on. If students are texting, they are missing valuable information in class.

Refrain from Dozing Off

When students doze off in class, they are obviously not paying attention to course material. This in turn, suggested by data, results in a bad grade.

PAY ATTENTION!!

Even though participation rates are not terribly important in grading, it is still very important to pay attention to what Professor Moody is teaching. The data indicates that the way to receive a good grade in Professor Moody's class is to actively listen to his lectures.