We thank the AE , student, pedagogical, and industry reviewers for their feedback on the module. Although we might not have directly incorporated every suggestion in the revision, I believe we have captured the essence of the comments and they have greatly improved the module.

The reviews are now complete. Overall, I think everyone found the module useful and engaging but there are some comments below that should be addressed.

**Student Comments:**

*I suggest providing specific vocabulary into the objectives. For example, the learning objectives for this module are 1. Describe the distribution shown in a histogram and 2. Identify outliers in a distribution of quantitative values. For the first one, it may be worth stating: "describe the center, shape, and spread of a histogram" as these 3 things are featured in the correct answer on the key. For the second learning objective, I suggest stating: "Identify outliers in a distribution of quantitative values using IQR or z-score"*

* *Thank you for this suggestion. We’ve added some extra details in the learning goals to be more specific.*

*I suggest including code on how the summary statistics were produced as this allows students to refer back to this worksheet and recreate summary statistics for different datasets they may be working on.*

* *We debated including this, but ultimately decided to exclude it from the module. Instead we include “Technology Requirement” blurb in the Methods section that states*

*“Technology requirement: The activity handout provides histograms and summary statistics so that no statistical software is required. However, the activity could be modified to ask students to produce that information from the raw dataset and/or extend the activity to investigate other variables available in the data.”*

*We feel that this gives instructors the ability to adapt the module’s materials as needed as opposed to assuming they are using the same technology as us. (In this case Minitab and R)*

*There are a couple of typos that I made note of: 1. Introduction: last sentence "which champions might to be "nurfed" or "buffed"..." insert need in between might to. 2. Data Description: It should not say " each row represents a single lacrosse match..." as this is from a previous module. It instead should say that the rows represent individual champions. 3. Methods: "this model requires students use describe histograms..." possibly use AND describe?*

* *Thank you! I believe we have cleaned up these typos (and found a few others).*

*I recommend prompting students with the 3 elements to describe histograms (unless this is required prior knowledge). Since it is a learning objective, I suggest including center, shape, and spread as prompts either in questions 2 and 4 and/or in the learning objective itself.  I suggest using the term "observations" instead of "cases" for question 1 (unless cases is a vocabulary word used in the course).*

* *Weve added these extra details in the appropriate places.*

*I suggest providing the interquartile range and z-score equations within the module and/or the worksheet (unless its required students know it already in the course) as these two equations are a part of the second learning objective.*

* *In our experience, instructors tend to use either IQR method or z-scores. As such, we’ve chosen not to provide the specific details of each to allow instructors the room to focus on their method of choice.*

*There is a typo on the Data Description section that states there are 9 columns but the dataset has 7 columns and the Key defines 7 variables.*

* *This should be fixed – thank you.*

**Pedagogical Feedback**

*Methods Section fix "...requires students use..." should be "...requires students to..."*

*cannot download .csv files directly, they go to an html browser tab as text*

* *I suspect this is a security feature specific to browsers (or, more likely, GitHub). My understanding is that a direct download is only possible if the root site stays the same. For example, in the new link provided with the module, this is no longer an issue. (Side note: I suspect this will be an issue that the SCORE network will need to address as they add modules to their repository.)*

*The flow of the lessong should be: give 12.22 data/stats, have the students make predictions about which ones should be nerfed/buffed, and then look at 12.23 to see if the data shows the intended effect which is what question 6 kind of does. The way Q5 is worded, you are asking again about who should be buffed instead of "who is an outlier." Q6 is great and you don't need the 2nd half of Q5.*

* *This is a great suggestion. Although we didn’t implement exactly as you suggest, we’ve reworked those questions to encompass the spirit of the comment.*

*Suggest adding rhetorical questions at the end about pick rate to compare different ways to assess this as they leave the lesson. If you have time, give histograms.*

* *We’ve added a short “discussion” question to the end of the worksheet to invite students to think about pick rate.*

*Recommend dropping ban percentage as it is not relevant and may be a bad tangent for a class. LoL is already controversial and talking about bans will likely be detrimental to the lesson.*

* *We’ve decided to leave the data in the supplied file (along with other unused variables, such as position), but added the following comment instead.*

*“Note that the activity provided in this module does not use all of the variables provided. Instead they are provided for further analyses at the discretion of the user.”*

*Data Description describes Lacrosse matches instead of League of Legend. IQR is used as the main method to determine outliers but is not mentioned in the lesson objectives. Should read "determine outliers using a histogram and summary statistics using IQR.*

* *Thank you for catching this!*

*two more columns are given but not included in the lesson. Missing opportunity to have discussion on other analyses about pick rate and ban percent.*

* *We agree that these variables could be interesting for students to investigate, but ultimately chose to focus solely on win rates as we felt they more easily translate into why a champion should be buffed or nerfed. (This is mainly to simplify the investigation for students not familiar with the details of LoL.)*

*IQR is not mentioned in the worksheet before the solution set. If it's main topic, should be in the motivation. This could be framed by how the developers of LoL want all the heroes to be within the IQR or 2-3 standard deviations of each other and why outliers are bad in their eyes.*

* *I believe we have updated the module to better reflect that the IQR and z-score methods are feasible ways to numerically detect outliers.*

**Industry Comment**

*There are two comments, one on the website interface at large, and the second about the module. The biggest thing I noticed while navigating the website is that each time you open a tab, it closes another one. I know as a student, I hate when I can't "ctrl + f" the piece of information I am looking for - it is a simple but nefarious design issue. If there was a way to open up all the tabs without them closing that would be preferable, however, I would far prefer if the text was just all on the screen with different headers (with no clicking necessary to see each section).*

* *Thank you for this. This comment has general interface issues/limitations that we hope to improve for SCORE modules.*

*The only other comment is in the conclusion there is a typo, spelling the name "Sion," "Scion." While not critical for overall understanding, League of Legends players would notice.*

* *Thank you for catching this!*