



# Course: Statistics for Social Justice

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**KEYWORDS** — Typesetting, Typst, Quarto

## I. INTRODUCTION

A new course was developed that partnered with a non-profit and tabulated, organized, and analyzed their data to answer key questions and help them better serve Iowa communities.

## II. LEARNING OBJECTIVES

### *i. Content*

- Historical and ongoing inequities in housing
- Learning and applying introductory statistics

## III. ACADEMIC SETTING

### *i. Institution - Cornell College*

- Liberal arts college of 1150 students
- Small Town in Iowa
- One-course-at-a-time block schedule
- All sophomores take second-year course that has a focus on civic engagement with no pre-requisites

### *ii. About The Students*

- Sophomores
- 14 students
- Mix of undeclared majors
- About half of the students had taken a previous statistics course

### *iii. Class Research Questions*

## IV. COMMUNITY PARTNERS

### *i. Waypoint Services*

Among other functions, they coordinate homeless services for 96 of the 99 counties in Iowa.

### *ii. Iowa Legal Aid*

### *iii. Pedagogy*

- Engage -> individual reflection -> class discussion and reflection
- Varied content mediums including podcast's, videos, readings, seminars, and a board game
- Individual reflections graded with a uniform rubric
- Class discussion graded by participation
- Lecture and statistics problem sets
- Group project
  - Three class groups
  - Data “collecting”
  - Short paper graded with rubric
  - Info-graphics
  - Final presentation to Waypoint and community

### *iv. Positive Outcomes*

- Reflections showed tremendous amounts of personal growth
- Students who reported not enjoying the course topic reported they still saw value of the work and statistics generally
- Students were extremely motivated by the potential value of their work to the community
- Authentic understanding of the complexities of data and potential impacts

### *v. Negative Outcomes*

- Formal statistical knowledge gained was likely minimal
- The students taking the work seriously struggled to trust the work of other students
- Difficult to grade individual students

### *vi. Student Quotes*

### *vii. URLs*

### *viii. Talk/Poster Site:*

### *ix. Website for Course*