

Course: Statistics for Social Justice

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Academic Setting: Cornell College

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

Academic Setting: The Students

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

Community Partners

- Waypoint Services
- Iowa Legal Aid

Brief Learning Objectives

- Historical and ongoing inequities in housing
- Learn and apply descriptive introductory statistics

Pedagogy (1 of 2)

- 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

Pedagogy (2 of 2)

- Interactive lecture and problem sets
- Group project
- Three groups, size 4-5 students each
- Data “collecting”
- Short paper (graded with rubric)
- Info-graphics
- Final presentation to Waypoint and community

Positive Outcomes

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

Negative Outcomes

- Minimal learned formal statistics
- The students taking the work seriously struggled to trust other students
- Difficult to grade individual students

Example Student Work

<https://stats-tgeorge.quarto.pub/sta-200-stats4sj/>

Thank you

Materials:

