Students: Mainly first-year in non-quantitative majors such as film, archeology, art, etc.
Results: For all four sections with 132 students enrolled.

Q1 What is the highest level math course you had taken previously?

Response	Count	Distribution
High school Algebra	19	25%
Developmental Algebra	16	21%
College Algebra	16	21%
Discrete/Finite math	7	9%
Statistics	18	24%
TOTAL	76	100%

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Q2 What is your attitude toward symbolic math (algebra)?

Response	Count	Distribution	Distribution
Strongly dislike	8	11%	
Dislike	18	24%	34%
Neutral	28	37%	37%
Like	19	25%	29%
Strongly like	3	4%	
TOTAL	76	100%	100%

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Q3 What is your attitude toward expository writing?

Response	Count	Distribution	Distribution
Strongly dislike	4	5%	
Dislike	14	18%	24%
Neutral	22	29%	29%
Like	22	29%	47%
Strongly like	14	18%	
TOTAL	76	100%	100%

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Q4 In this class, which would you prefer more of?

Response	Count	Distribution
News stories	19	25%
Tables and graphs	18	24%
Group activities	20	26%
Exercises & Odyssey	19	25%
TOTAL	76	100%

.

Q5 How valuable is this course in helping you read and interpret everyday statistics?

Response	Count	Distribution
Negative value	1	1%
Neutral	3	4%
Some value	9	12%
Fair value	29	38%
Highly valuable	34	45%
TOTAL	76	100%

Q6 How helpful was this course in developing your critical thinking skills?

Response	Count	Distribution	Distribution	
Not helpful			0%	
Neutral	4	5%	5%	
Somewhat helpful	16	21%	95%	
Very helpful	32	42%		
Extremely helpful	24	32%		
TOTAL	76	100%	100%	

Q7 Would you recommend this course to a friend?

Response	Count	Distribution	Distribution	
Definitely not	4	5%		
Probably not	2	3%	8%	
Can't say	10	13%	13%	
Probably would	31	41%	79%	
Definitely would	29	38%		
TOTAL	76	100%	100%	

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Q8 Statistical Literacy should be required of all college students for graduation.

Response	Count	Distribution	Distribution	
Strongly disagree	5	7%		
Disagree	15	20%	26%	
Neutral	32	42%	42%	
Agree	14	18%	32%	
Strongly agree	10	13%		
TOTAL	76	100%	100%	

Attitude toward Odyssey forum		
Response	Count	Distribution
Dislike	27	36%
Like	44	58%
Other	5	7%
Total	76	100%

Student participation: Of the 132 students registered, only 76 participated in this anonymous survey.

Student incentives: Survey participation counted for 2% of the course grade.

Attitude toward Odyssey forum: Classified as "Other" if the response did not address Odyssey or was unclear.

Student written response. Corrected student errors in spelling

S2A-Q09 How would you describe this class to a friend that would give them some idea of what the class is and isn't -- and why it is valuable.

Section 1

1. It's not a normal boring math class you dread going to this class talks about real world situations and how to use this tool to analyze statistics in your life, I loved this course!

2. This is a great class but it's definitely not a class you jump in on your first semester of college.

3. Make sure to keep yourself on top of the work.

4. I would say, "If you want to take this class, do it if you like the more critical thinking side of math rather than abundant calculations because in here it was more of analyzing with a sprinkle of calculating".

5. I would tell them that it's a math class with as little math as possible, which is great, but you have to have some skill at/affinity for reading charts and graphs before going into it.

6. This class consists of learning how to read multiple tables and graphs in order to better understand what it means. You will learn how to use percentage grammar and how to do math involving tables.

7. It's math for people who aren't (inherently) stem majors, which means it's more useful day to day.

8. A class that gives you an idea on how graphs and tables work as well as understanding some of the language jargon with in it

9. This class is not about math, in this class we learn how to interpret graphs and read them in order to use them in our real life

10. I would say it is a writing style of math. It is used to help us understand math in word form.

11. This class allows you to better interpret statistics of all kinds, in a nonbiased and objective way.

12. This class doesn't talk about the numbers, it talks about how you interpret the numbers and what they actually mean. By taking this course you will develop an actual understanding of what the numbers of statistics mean and also when a study is a good study or not.

13. This is a class that focus more on describing math, rather than the math itself.

14. Statistical Literacy teaches how to read and analyze statistical figures. There is little numerical math involved, so it is advantageous for people who struggle with traditional math. It assists with critical thinking and interpreting everyday statistics. It's a fun, lecture-based class with just the right amount of homework.

15. You don't have to do very much "actual" math and it focuses more on logic and interpretation. It helps with overall comprehension of statistics and has made me look at statistics and graphs that I see in my everyday life more critically.

16. I would say it's not like a normal math course because more emphasis is put on understanding the graphs, tables, and, statistics rather than the actual math.

17. This class is kind of like a statistics class mixed with an English class. You just have to interpret the math and write about it.

S2A-Q09 How would you describe this class to a friend that would give them some idea of what the class is and isn't -- and why it is valuable.

Section 2

1. This class really helps develop your critical thinking skills. While the course is a statistics course, the literacy component is big. I learned a lot about interpreting graphs, tables, and everyday statistics.

2. I feel this course is helpful and is a greater start to statistics. I am using much of this language in my current biology class.

3. That this class is valuable in discerning the most popular information used to persuade all people, statistics. The class will help you to read what ISENT being shown on the graphs or talked about during the studies. The class will help you to question what is being presented on its face and how to think creatively to identify confounders not originally taken accountability of. This class truly teaches you specifics in HOW to think and not what to think.

4. I find myself thinking through random statistics given to me in daily life much more critically now. There's a lot that I hadn't even thought of or questioned before taking this class. We figure out problems that are applicable to life in class so that you can immediately see the benefit and you can make use of it, and the math itself isn't overwhelming at all, as long as you have the basic concepts down.

5. I would describe this class to a friend by telling them, this class teaches you how to read and breakdown tables, graphs, and statistics. Because in the world of statistics there is actually a lot of manipulation and this class will teach you how to not get persuaded into believing false claims.

6. This class teaches you how to analyze statistic-based evidence and how the conclusions were made. The class doesn't involve much math at all. The class is valuable because we go over real-life situations at times.

7. It's good for people who like literacy and less geared towards people who like straight forward problems to solve.

8. This class is great for people who like the critical thinking side of math and statistics rather than the raw numbers and data. This class is valuable for helping you understand if a statistic is fair and useful or not.

9. It's probably the easiest math course offered, but it's also very informative

10. I would mention to my friends that this class prepares you for statistics that aren't always true. It will definitely shake your brain a bit but once you get used to it, it will make you feel great knowing you can understand graphs and tables.

11. This class is very valuable because it allows you to further develop your critical thinking skills. It requires you to analyze data closer than just the numbers. You have to look at the information given and make sense of this data in that situation.

12. "Statistics is a fun math class because it deals with lots of real world stuff. I think the class has developed my ability to read statistics and I actively feel smarter now especially when looking at graphs. The class isn't a lot of complex or difficult math; most of it can be done in your head if you think about it hard enough, but I think that's a positive because it's a good mixture between math, literacy, and critical thinking or philosophy.

13. The class does not involve a lot of math equations, but rather interpreting the data shown. This class is extremely valuable because it provides you with knowledge about how to read statistics and real world data.

14. This class is a precursor to statistics its more valuable and applicable to real life

15. It helps you understand and look at statistics in real life

16. i would say this is a great class that gives a chance to see things in a different light, it allowed me to be able to get a math credit without a ton of harder math, lots of group work and giving you skills to look into seeing statistics in a new light

17. It's like an English class, but with numbers.

18. This is what I would tell a friend: If you are looking for an easy class and don't need a lot of math for your major I would say take this class. There is little to no math involved and all the content is pretty straight forward, common sense like. If you are in a pretty math heavy major or are considering one I would say skip this class and take a proper math class."""

19. This class is a great alternative for those who don't like math all that much, it is still challenging but I enjoyed getting to look at real statistics and numbers in this class. It was a lot of lecturing, but the group work that we did was fun. I got a better idea of analyzing data and it helped me with my other classes when I had to collect data

20. This class is interesting, but not too challenging. It is perfect for someone who doesn't like math, yet loves grammar/English. Professor is super understanding and nice.

21. I would say it's not a lot of math and it will help if you need to understand how to read and interpret data.

22. This class is less focused on the formulas for coming up with your own statistics, and more about how to look at and interpret graphs in a fair way.

S2A-Q09 How would you describe this class to a friend that would give them some idea of what the class is and isn't -- and why it is valuable.

Section 3

1. I would describe this class as a course that makes you think in a more out of the box environment compared to traditional math courses.

2. I would inform them that the class is not strictly about mathematical problems and it relies heavily on how to interpret statistics with an involvement on writing. The class can bring an understanding of the inner workings of statistics and how important it is to know how the studies are formed to get a grasp on how the "statistic builders" can manipulate its audience.

3. more literal class than numbers

4. I would say is a word problem class with how to use arithmetic and stats

5. It shows how statistics can be influenced and the wording you use behind the numbers can change the meaning of a statistic. This is very valuable to depict numbers that you come across in everyday life.

6. I would describe it as a necessary stat class. Although we don't use a lot of math we talk about a lot of real world studies and this can show you how to read them and understand them without people spreading misinformation about the study.

7. You gain critical thinking skills and learn to interpret numbers and read tables.

8. Don't go in thinking it'll be an easy grade because you actually have to use your brain for this whole course. It helps enhance your critical thinking skills.

9. Helps you learn math in words, but it is pretty difficult.

10. This class teaches the essential skill of being able to determine how statistics can be influenced.

11. It is not a regular math class. Doing the work could be somewhat easier and too much emphasis is put on too many tests.

12. It's a math class without numbers. It's important because it forces you to think critically instead of just memorize equations like in other math courses.

13. I would just tell them that it is very word-based it has some graphs in there. Generally, though the arithmetic used is very simple. If they are looking for a typical statistics class, this is not it.

14. I would tell them that it is very low on math and calculating equations. Instead it works with news stories and written work to address mathematical problems. It is a very good course to take if you are going to be dealing with material were you must examine the value/limitations of it (a lot of the humanities, for example). Its a very good course for fulfilling the math requirement for graduation if you are not the strongest in math.

15. This class helps students be more sophisticated, more thoughtful, and more careful about their understanding of claims presented with statistics, and with claims in general. It makes students aware that something else may be going on, maybe something important, and that they should be on the lookout even if they can't be sure. So they not get get misled as much.

16. Statistical literacy isn't really a class to prepare you for more math classes. It better prepares you for real life math, like statistics that people use every day for everything. It shows you the secrets that statisticians use to bend the numbers towards their point and what they mean.

17. I would say that this course is a different type of statistics class where there is more writing and critical thinking involved.

18. A critical thinking statistics class.

19. This class doesn't have algebra but it helps your critical thinking.

S2A-Q09 How would you describe this class to a friend that would give them some idea of what the class is and isn't -- and why it is valuable.

Section 4

1. It was interesting, helps expand your critical thinking skills.

2. While it does delve into some heavy topics, it's arguably easier to understand and get through than most other college level math classes. It feels a little easier than even high school algebra, and it can actually be quite fun to study.

3. This class helps you make sense of how statistics really work. It shows how to look at them critically and better understand them as well as judge if they seem reliable or significant. It is definitely not a repeat of AP Statistics and there is way less math. The math problems also make much more sense than a regular Statistics class. It really helped me begin to think critically about ALL of the statistics I hear on the news.

4. Statistical literacy is a class set up for those who typically encounter themselves being more proficient or having less comprehension issues with geometry-based mathematics rather than algebra based math classes. The traditional route of any college student, regardless of degree path, includes at least one college level algebra class they have to pass in order to graduate... having a statistics class that is based off of teaching the inner workings of stats with detailed explanations, rather than the typical teaching method of diving straight into the work and assigning multiple types of work prob

5. I would say that there is some serious real world application here. It goes beyond just learning something for the course only to forget it later. It actually can be applied to things like articles and future debates or assignments that include statistics.

6. The class is more of a, well, statistics based class. It's not like algebra where there is a finite answer to the problems. It's more of a probable question based off of the information we are given.

7. Not exactly a math class but more real world statistics put in riddles

8. It focuses more on being skeptical of statics but can be annoyingly semantic.

9. Deals with probability, comparisons, graphs, and averages. Has no overly complex math equations, but still gives you a few challenges so you aren't too bored.

10. if you don't have the time to keep up then don't take this class. You get lost really quick if you can't stay on top of it.

11. It is a math class in which you rely more on the analyzing of data verbally than through complex equations. It's not a traditional math class that requires using complicated formulas and calculations. As long as you read closely all the Information you need to answer the question is typically right in front of you.

12. There is not as much difficult calculating as a normal statistics class, it is more straight-forward.

13. Math but not math very different way of thinking

14. How to understand Statistical fallacies and how to write and understand statistics better

15. Working together and asynchronously to understand statistics

16. I would say that is a statistics class that teaches the English behind statistics rather than focusing on the math side of statistics. Almost like understanding math sentences with in statistics.

17. I would say that it is a more practically useful version of a regular statistics class.

18. This class allows you to spot missing data within many graphs that are shown in social media or the news, and drives me personally to look for an entire data set.

S2A-Q10 What advice would you give someone about how to do well in this class?

Section 1

1. Pay attention to the lectures and the textbook because they correlate well and everything you need to know about this class is in the textbook.

2. Look at things from a different perspective than what's right in front of you.

3. Make sure to study.

4. tAkE NoTeS! Even if you have the textbook-and especially if you don't, write down the problems he goes over and what is displayed on the projector, and also pay attention to the wording he uses.

5. Take notes!! Be able to explain the concepts back to yourself.

6. I would suggest to not fall behind on Odyssey or the quizzes every week.

7. Use the sentence templates in the textbook and review the material on your own, or when doing statlit exercises.

8. Do the Odysseys and the textbook is your best friend

9. Bring the book to all of your classes and go over the exercise with the teacher in class, and ask all the questions you have, do all of the Odyssey challenges as well as the activities

10. Go to class.

11. Just check the website for announcements, and keep up with the Oddysey assignments.

12. Find a good way on how to tell the difference between whole and part because it is very easy to mix up the two.

13. I would tell them to stay on top of all the StatLit & Odyssey challenges and they should be line [fine?]

14. Attend the in-person sessions and bring your textbook with you to follow along.

15. Do not skip class, pay attention to due dates closely, and review CARE, percent grammar, and standardization most. Also complete all Odysseys, they are fairly easy and worth a significant portion of your grade.

16. Make sure you use the book to your advantage. Come to class and pay attention. Make sure to do all of the assignments as this is what helped me understand the concepts the most.

17. Do the weekly odyssey challenges as well as the Moodle challenges, they will help your grade.

S2A-Q10 What advice would you give someone about how to do well in this class?

Section 2

1. Stay on top of the Moodle assignments. It might be hard to remember them because they aren't on Learn like most other classes, so make sure to write down any homework and quizzes that are coming up. Also, don't be afraid to ask questions and answer questions in class.

2. Complete the course work before class so you can get your questions answered, don't get behind, and read the material.

3. Read the assigned reading before class, write down questions you have to bring to class. ENAGAGE in class while you have the subject matter experts (professors) available, take full advantage of their expertise while you have the time on campus. When doing homework make sure you have a couple hours to just focus on this class alone.

4. Keep up with the work, make sure to do your best to pay attention during lectures, and keep your textbook on you. That's going to be very helpful.

5. I would tell them to pay attention and to make sure they understand what they are reading.

6. Make sure you read the book chapters and use the book chapters to answer homework questions. This will help you memorize important parts of the course.

7. I would recommend completing the quiz practices and using the book as a reference.

8. Just stay updated on what assignments are due because you don't get much notification on when something is posted.

9. Do all the work and study

10. Some advice would be to show up, participate and do the challenges. Odyssey and attendance are easy points and if you show up, the work will just flow to you.

11. You should definitely try to stay engaged in class because this will help you grasp the key concepts.

12. as long as you go to class and pay attention (and write down formulas from the book; keep up with school work) you will be fine. Its very easy as long as you do the bare minimum required for any other intro college course. I loved this class.

13. Do not procrastinate, read the chapters, take notes in class, look over the Powerpoints, complete odyssey, and first try on quizzes a day before the due date.

14. Just read the text book teach yourself the material

15. Make sure you keep up on your assignments

16. stay on top of your assignments, ask tons of questions, and stay positive

17. Read each question carefully.

18. To do well in this class I would tell them to do as many odyssey challenges as they can and to take the tests on time.

19. Get your work done on time

20. Do Odyssey, attend class every week, and use the textbook for every exam or quiz.

21. I would say that it can get quite tedious so just pace yourself well and try to actively engage in the lectures.

22. the few times we work with numbers over critical thinking, pay extra attention there, because many people seemed to slip up when it came to working with the numbers.

S2A-Q10 What advice would you give someone about how to do well in this class?

Section 3

1. I would tell them to take notes, study and read the textbook on their own time and ask for help or understanding when lost.

2. I would tell them to read the textbook before class as everything makes more sense when the instructor goes over the material with examples and answers to any confusion you may have. Also, the writing homework assignments are super helpful and gives you some critical thinking.

3. make sure you do well on the homework and odyssey

4. I would say keep up with the Odysseys and weekly challenges.

5. Show up to class. That is all I did and I didn't even take any notes this semester. However, just showing up gave me a clear understanding and this class has been a breeze for me.

6. I would tell them to take notes on what was discussed in class and to always check the StatLit website to make sure they finished all of the quizzes and tests.

7. Take a beginning or introduction class to statistics so you have some background. Also, don't be dyslexic. Reading in this class is very challenging.

8. Pay attention in class.

9. Show up to class and study hard because it's not so simple.

10. Just do your homework

11. Do all the assignments because the tests are not very clear.

12. Read the textbook and ask questions in class.

13. Take notes and apart from that everything is pretty easy and written out in the textbook.

14. I would say that turning in the assignments is the biggest way to gain points. I would also recommend talking to your instructor, mine was very helpful and willing to help even outside of their office hours. There are a lot of opportunities to make up works and have second chances and I would definitely take those.

15. Get your head out of your butt, pay attention, and think: this is good stuff.

16. Remember to do the Odyssey every week and take the tests when you need to. It's fairly simple to understand the curriculum. One thing is to remember all the little differences in everything.

17. Just make sure you do all your homework because your homework will help you with your exams. Also try your best to attend all classes.

18. Ask for help when you need it.

19. Pay attention during lecture and ask questions in class or via email. Attend office hours too if you can.

S2A-Q10 What advice would you give someone about how to do well in this class?

Section 4

1. Attend class and pay attention.

2. Do all of the work. There are useful chrome extensions that can help you get through the readings, so get them before it's too late. Pay attention in class, and even if you don't get all the notes, review the slides before the homework.

3. My biggest suggestion is to stay on top of Odyssey and Moodle assignments. They are not insanely difficult, but if you fall behind on them it can definitely hurt your grade. Another important thing is to go to class regularly, the lectures really clear up any questions from the readings or assignments. Other than that, just pay attention and you'll be alright.

4. Just to stay on top of the work and to make sure to not be afraid to ask any questions on the material.

5. Just stay on top of the weekly Moodles, and prep for the tests.

6. Pay attention, take notes and don't forget your Odyssey questions in addition to your stat lit questions.

7. Double check the book and try to follow along with the examples in class. Also more hands on worksheets to follow along with or posting the PowerPoint before class would have been helpful

8. use the book for quizzes you notes will never be specific enough.

9. Coming to class every day and taking as many notes as you think you need is key. More notes = more info to have at hand for any open-note tests.

10. You need to be available for every single class and stay on top of the book. Otherwise everything will start going over your head and once your lost that's it.

11. Focus, read, and ask questions. The work isn't overly difficult if you're willing to ask for support.

12. Study! Do the homework and READ!

13. Focus

14. Pay attention to the lectures they were very clear and understandable

15. Go to every class and reach out if confused.

16. Pay attention in class and ask questions if you don't know or understand. Also just do your homework on time.

17. I would say to make sure to review all of the lecture slides before completing assignments.

18. Participating in class led to a lot of growth that I wouldn't have been able to achieve if I never participated.

S2A-Q11 Odyssey: Put "Like" or "Dislike" as the first word. 1) say why, 2) give suggestions to improve

Section 1

1. I like odyssey they always change and are new and it's fun to see and grade your classmates, and as long as you keep up they are easy points.

2. Dislike: I honestly did not enjoy odyssey because it was kind of unorganized in a way. It was hard to find your answer out of all of the other students who did the assignment.

3. I like being able to discuss the different topics and see how other people viewed them.

4. DISLIKE. 1) Odyssey wasn't a terrible thing to have to do- it was the only thing maintaining my grade this semester. But it also felt like a side-note the entire semester. It wasn't completely irrelevant to what we were learning, it just wasn't the most significant and was barely reviewed as well. 2) Maybe limit the amount of Odyssey challenges given even more, and then they are assigned, go over them in class.

5. Like. 1) I did like Odyssey, because it was less about getting the actual questions right and more about exercising your critical thinking. 2) Sometimes the attachments for the charts we needed to use didn't work very well.

6. Like, allows us to see how our classmates think and helps us to get a better understanding if we don't quite understand it. Maybe could improve this by finding a better website, it isn't not set up the best and can be hard to work.

7. Dislike odyssey, it was frustrating having work on two separate websites instead of just one. I wouldn't necessarily get rid of it because of that but it did make it less desirable.

8. I liked the odysseys they were easy points. The exercises on the other hand I wished we went over them with the instructor more than relying heavily on the textbook

9. Like, because it is material that we covered on class that helps us to review and also to see what our classmates responses and opinions are

10. like, this class was beneficial to me and helped me comprehend more. I think the only thing to fix would maybe be slowing down when students are confused.

11. Like. A fun way to get a better understanding of the material.   Sometimes they felt a bit tedious, maybe less frequent, but more in depth prompts could fix this.

12. Like. I liked odyssey for what it was but I think the actual user interface could use an upgrade because it looks very primitive and also when filling out the answer in the box it doesn't save your work, and I had one experience where my browser crashed which then deleted all of the work that I put in the box. My solution to combat was to answer the prompt in a google doc then copy and paste my answer whenever I finished it.

13. Like, because I think it's a good way to get feedback from others. However, I think if there was a way for us to tell who said what, it would encourage people to be more descriptive (and caring) about their answers.

14. Like. 1) I like being able to talk about our own interpretations of real-life examples. 2) I hate responding to other people. It wastes time and is frustrating.

15. Like. I liked the odysseys, it was a fairly simple way to improve my grade and they were (mostly) easy to complete even if I was struggling with what we were currently learning in the course.

16. Dislike, I wouldn't say I feel strongly either way but I just feel the Odyssey helped me the least during the course. I think it would be more helpful to go over all of the odyssey questions in class after we submit them to fully understand the concepts.

17. Like. They're simple, not too overwhelming and they help boost your grade. I would make it so that you have to respond to three or two instead of four.

S2A-Q11 Odyssey: Put "Like" or "Dislike" as the first word. 1) say why, 2) give suggestions to improve

Section 2

1. Dislike and Like 1) I would have preferred if all assignments were in the same program. Keeping track of both Moodle and Odyssey was kind of difficult for me. However, I did like the system of rating and reviewing our peers. 2) Maybe this kind of review system could be simulated in Learn with discussion posts and required responses.

2. Dislike. I didn't find the exercise to better my understanding of the subject. The last few activities were slightly more helpful. It mostly felt like I was just doing busy work.

3. Like. I enjoyed seeing other people's thinking and answers, and grading them. I enjoyed being able to critique or praise my peers in these exercises, likewise I enjoyed being critiqued or praised during the odysseys, really inspired me to think beyond my scope. Odyssey was fun!

4. Am I making a comment about the odysseys? Or the class itself? Because I liked the class itself much more than the odysseys. They were just a little stressful as they were, but I did enjoy going over odyssey concepts during class, it helped me to think about those problems from different perspectives. Sure, the responses do that as well, but it's an entirely different experience. Doing it in class is kind of like a brainstorming activity rather than a grading activity. I'm not sure if I answered the right question correctly or not, I'm sorry.

5. Dislike. I think some of the questions on odyssey where hard to understand and where too complex for me. For example, on some insurance odysseys I was really confused because I did not have an understanding yet on how insurance fully works, or house payments. I would suggest questions that are more easy to follow.

6. Like. I enjoy odyssey because it gives us a chance to connect with our fellow classmates and also deepens our thinking. I have no suggestions to improve.

7. Like The Odysseys were helpful, but I think there shouldn't be one a week and maybe just a few when they're relevant and necessary.

8. Like, I enjoyed odyssey because it gave us the chance to explore what we have learned without harsh grading. The website itself could look more professional though, it almost looks like a fake website that's trying to scam you. Not very professional at all.

9. Like, because we were able to give our own thoughts about materials we had to analyze

10. Like. It allowed me to put my own opinions while also getting feedback from my classmates while being anonymous so I don't get feel discouraged. I do not think there is anything wrong or anything to improve on.

11. Like: we use critical thinking and logical thinking for the problems. Dislike: I wish the course had more structure like specific units and specific ideas we learn.

12. Like n/a

13. Like, because it made you put together what you had learned during that chapter. Posting homework/odyssey challenges on Monday instead of Saturday or Sunday.

14. I disliked this course

15. like its to maneuver don't like responding to others and critiquing there responses

16. i would've liked more group work , i would really suggest putting everything that we need to do on one website

17. Dislike. I oftentimes forget about it because it's separate from the statlit assignments Find a way to incorporate those assignments onto the statlit sight.

18. Dislike I did not like the odyssey forum because the website itself looks like its from the early 2000s. It was also very difficult to get logged on at the beginning of the course. I feel like canvas would be a much better spot to have those "discussions".

19. Like it was a fun class there was too much lecturing

20. Like. I like Odyssey, its a nice way to think and use our writing skills every week. Prompts were always interesting.

21. like, it was fun and it made me use my critical thinking skills.

22. Dislike. Was an archaic and overly difficult site to navigate. I did not feel like the content on Odyssey was of much use either. It just felt like busywork that was long and tedious and I honestly got nothing out of it. I honestly feel like you should not use Odyssey at all, and if you really want weekly online discussions use the discussion board features on either Canvas or Blackboard instead.

S2A-Q11 Odyssey: Put "Like" or "Dislike" as the first word. 1) say why, 2) give suggestions to improve

Section 3

1. Like, gave math a new meaning to me personally, and made me generally enjoy the subject again.

2. Dislike, because they were a little too easy to do. When students grade other student's work, it doesn't really help with exactly what was expected of the assignment.

3. like because it showed me a different way to problem solve.

4. Like. Critical thinking without having to be fake to the person because it's anonymous

5. Dislike, I didn't really find it helpful to my learning. Maybe using different problems for odyssey could work. The problems we had this semester didn't really contribute to my learning in any of the concepts.

6. Dislike The reason why I dislike Odyssey it just feels like it sticks out a bit from the main website we use and tends to be forgettable. I personally would have like to have it be once a month but have it be a higher worth grade.

1. Like: the class was very useful and interesting to learn about. 2. If a prerequisite of introduction to statistics is unneeded, possibly go over the basics of statistics. I didn't take a statistics course ever so it was a bit challenging. More examples and answers in the textbook will be easier as well. Lastly, just organization of the textbook. For example, put all the association material together instead of spreading it out across chapters. If that cannot be helped, maybe having the index and glossary more defined.

7. Like because it was nice to see other peoples opinions and ways of describing their points of view. Take into account people's suggestions and responses.

8. I think the odyssey system works well

9. Like. 1)This class was honestly the first math class in my life I didn't hate. Its material actually seemed useful in day to day life and I felt as though I was actually doing something productive rather than just sitting around copying numbers down. 2) I feel that this year was certainly a learning year and that now that there seems to be a basic formula it will do better in the future.

10. Dislike. There was way too much homework. Odyssey was unnecessary

11. Like. I thought this class was far more engaging than a normal math course. Try to be less repetitive, because it got really annoying. And also Odyssey is terrible and should absolutely be scrapped.

12. Like 1) I think it helps build on our critical thinking skills. 2) I wish that we could discuss the Odysseys in class sometimes.

13. Like. I really liked the flexible nature of the tests and the assignments. It was nice to have several days to get something done. For improvement I would recommend having more practice sessions in class, so questions can be worked out there, and also more hands on examples, like new stories.

14. Dislike, for a couple of reasons. (1) I had no idea how much time, thought, and effort to put into it. (2) There seemed to be not much downside to giving quick—even got-it-wrong—Responses or to giving shallow or WTF Reviews of Responses. Improvement? As to (1) above: Make it abundantly clear, maybe with some repetition, to not overdo it, at least not until after you have done it; i.e., find those sources and check those references later, afterwards. As to (2), re downside for wrong: Instructor feedback, possibly via guided TA (Teaching Assistant). Sometimes, reading Responses and Reviews, I did not think well of fellow students.

15. Like, because 1) It helps me apply what I've learned to the real world 2) Not many suggestions I can think of. I'd say maybe make it so that people's post gets posted before they have to make the responses. However, that's more of a system change and it's mainly because of my poor time management.

16. I like Odyssey because its a good way to get familiar with the concepts that are introduce in this class.

17. Dislike. I feel like I didn't get much out of odyssey. To improve it I would say to assign less of them.

18. Dislike. I just never understood why we did them because we never talked about them in class after we submitted them. Plus rating people didn't make sense since most people would just be positive. So collectively I had no idea what the purpose was especially since it didn't relate to the content of the class besides take care.

S2A-Q11 Odyssey: Put "Like" or "Dislike" as the first word. 1) say why, 2) give suggestions to improve Section 4

1. Like. 1. it's a way to interact with your classmates and see an assignment from their point of view. 2. Allow us to edit after we've posted in case of a mistake.

2. Dislike. It's mostly error on my end, with always forgetting, but it's also hard for me to read articles in one sitting and retain information from it, unlike the slides in class. I do think they can be useful, but perhaps we can use Odyssey for more practice problems than just readings. Granted, we have the practices in Moodle, but problems in a more collaborative setting aside from in the classroom might help us learn a little more about the process of the subject we're studying.

3. Like. The anonymity of Odyssey allows for more honesty in responses along with a greater likelihood that more people will have a chance to respond to everyone (no respondent bias). Plus structure of how you have to respond forces you to think outside of the box and get out of your comfort zone. The main suggestion that I have for Odyssey would be to go over how it works to the class more clearly. There were hiccups in the beginning of using Odyssey that did impact grades (if the student didn't know how to post initially then they could not receive feedback from their peers which would lower their scores). If there are any issues, the teacher should go over it in class AND include an email with screenshots of how to resolve the issue to prevent any instructions about how to use Odyssey from being lost in electronic communication translation.

4. Like, I actually really did enjoy the odyssey prompts we were given to work with. The material/readings weren't overly complicated or difficult to dissect. The only suggestion I have to improve is to try and get the media attachments to pop up as a separate tab, not a separate window entirely. it just tends to make it a little tedious going back and forth

5. Dislike. Often times the odysseys would either not include what we went over in class, or they would contextualize the questions in ways we had never seen before. Plus the User interface is a bit outdated. Cool concept but maybe use something else especially if its gonna be worth so much for our grade.

6. Dislike. For me personally i would either forget about the stat lit website or the Odyssey website. i feel like if we just did the stat lit website, it would be much easier to handle.

7. Dislike Similar to a lot of this class the odyssey questioned seemed subjective and a bit confusing like riddles and I just didn't see the need for them in this course. They didn't really relate to the material we were learning.

8. Middling to dislike. 1) I found that I often wished it was just getting graded by teachers. Firstly I think some kids just didn't put in a lot of work on their response and I didn't know how to respond. Two sometimes you make mistake in your post and it can feel awful to get 5 comments repeatedly pointing that out. To tell the truth I never checked my comments this last month. 2) Just have teachers grade it, students will put in more work and you won't have kids avoiding comments because they will not be such a barrage.

9. Like, I enjoyed the anonymity of the Odyssey forums and the questions that left you to be more open-ended on the responses.

10. like the anonymous was really fun and it was cool to see everyone's different perspectives

11. Dislike: 1) Only because it's so time consuming. 2) If they were due every other week rather than every week I think I would've enjoyed them more. They were just very tedious. However, I can recognize the benefit to using them in a class like this.

12. Like, they were fun, profanity not allowed by any means.

13. Strongly dislike. They were very difficult and a lot of people were rude

14. Like. It was very good to get practice in using statistics. Somehow improve the responsiveness of students to other students. It needs to be encouraged because you never really got any useful feedback because everyone didn't have an incentive to write anything useful so they would just write the bare minimum and I suspect many times they didn't even read your post

15. I disliked the peer revision for odyssey, some gave helpful criticism while some didn't

16. Dislike I disliked odyssey because they were graded by our classmates and our classmates did not grade fairly or accurately. I would suggest keeping the same prompts but changing it to an homework assignment instead if keeping it on the odyssey game website. Also have the professor grade the work instead of the students.

17. Like. 1) I liked odyssey because for me it is easier to express concepts on words rather than numbers. 2) I would have like to have had a better understanding of how power works in odyssey.

18. Dislike Students rarely gave constructive criticism to my responses, rather told me whether I did well or not.