

15. For each of the following experiments, choose "scatter plot" or "bar graph" as the most appropriate way to display the data. Justify your answer.

- a. Students heated oil on a hot plate at the #4 setting for different amounts of time. They wanted to answer the question "How long do you need to heat an oil bath to reach a given temperature?"

Volume Oil (mL)	Hot Plate Setting	Initial Temp. of Oil (°C)	Time Heated (min)	Final Temp. of Oil (°C)
250	#4	21	0	21
250	#4	21	5	30
250	#4	21	10	38
250	#4	21	15	47
250	#4	21	20	57

scatter plot because you're looking at change over time

- b. Students measured the height of each student in class. They wanted to answer the question "What is the most common height among 10th grade students?"

Height Range	Number of Students
under 4' 0"	1
4' 1" to 4' 6"	3
4' 7" to 5' 0"	5
5' 1" to 5' 6"	9
5' 7" to 6' 0"	3
over 6' 0"	1

bar graph because you are looking for commonalities in a measurement, not change based on an independent variable.

- c. The Fish and Wildlife agency measured the size of Pacific salmon for 1 year and recorded the average weight for each species.

Salmon Species	Average Weight (lbs)
King	15
Sockeye	8
Silver	12
Chum	15
Humpback	5

bar graph because the agency isn't looking to see a change overtime. Instead, they just want to observe the weight of the fish on a scale next to each other.

- d. The National Oceanic and Atmospheric Administration measured the pressure of the atmosphere at various altitudes.

Altitude (m)	Atmos. Pressure (atm)	Altitude (m)	Atmos. Pressure (atm)
0	1.000	16,132	0.100
2750	0.750	30,901	0.080
5486	0.500	48,467	0.061
8376	0.333		

Scatter plot because you're looking for a change based off the independent variable + height.



Pogil Organizing Data Answers

**Judith S. Hurwitz, Alan Nugent, Fern
Halper, Marcia Kaufman**



Pogil Organizing Data Answers:

POGIL Shawn R. Simonson, 2023-07-03 Process Oriented Guided Inquiry Learning POGIL is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every POGIL classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor s role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing POGIL covering the formation and effective management of student teams offering guidance on the selection and writing of POGIL activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The POGIL Project

Process Oriented Guided Inquiry Learning (POGIL) Richard Samuel Moog, 2008 POGIL is a student centered group learning pedagogy based on current learning theory This volume describes POGIL s theoretical basis its implementations in diverse environments and evaluation of student outcomes

Instructional Design for Learning Norbert M. Seel, Thomas Lehmann, Patrick Blumschein, Oleg A. Podolskiy, 2017-04-17 This textbook on Instructional Design for Learning is a must for all education and teaching students and specialists It provides a comprehensive overview about the theoretical foundations of the various models of Instructional Design and Technology from its very beginning to the most

recent approaches It elaborates Instructional Design ID as a science of educational planning The book expands on this general understanding of ID and presents an up to date perspective on the theories and models for the creation of detailed and precise blueprints for effective instruction It integrates different theoretical aspects and practical approaches such as conceptual ID models technology based ID and research based ID In doing so this book takes a multi perspective view on the questions that are central for professional ID How to analyze the relevant characteristics of the learner and the environment How to create precise goals and adequate instruments of assessment How to design classroom and technology supported learning environments How to ensure effective teaching and learning by employing formative and summative evaluation Furthermore this book presents empirical findings on the processes that enable effective instructional designing Finally this book demonstrates two different fields of application by addressing ID for teaching and learning at secondary schools and colleges as well as for higher education **Choice** ,2009 Organizing Data Gonzalez, This note is part of Quality testing

Organizing Data Analytics Ricardo Alonso,Odilon Câmara,2021 We develop a theory of credible skepticism in organizations to explain the main trade offs in organizing data generation analysis and reporting In our designer agent principal game the designer selects the information privately observed by the agent who can misreport it at a cost while the principal can audit the report We study three organizational levers tampering prevention tampering detection and the allocation of the experimental design task We show that motivating informative experimentation while discouraging misreporting are often conflicting organizational goals To incentivize experimentation the principal foregoes a flawless tampering detection prevention system and separates the tasks of experimental design and implementation **Organizing**

and Summarizing Data R. A. Layton,Survey Research Centre Pty. Ltd,1961 **Importance Of Organizing Data In Statistics** Simona Deuman,2021-08-11 The industry analyst firm has had the opportunity to prove and review numerous prior attempts to rationalize the complexity of IT architecture in regards to digital transformation most of which have consistently failed to recognize either the need for culture driven change or the fact that IT is only one force in the change process However the Entity Group team has significantly moved the goalposts with this exciting and original work Crossing the Data Delta **Organizing Data In Statistics** Luvenia Bigio,2021-08-13 Data has become the most exciting and

disruptive force in our world Today s vast quantities of data and unprecedented access to it are being used to fundamentally improve every aspect of our lives Data is effectively making us smarter healthier and safer It s used to improve our public and private lives as well as our environment Companies are using it to produce new and innovative data driven goods services and business models Organizing & Presenting Data Carole Cochran,Debra S. Osborn,South Dakota Kids Count Project,2011 *Big Data For Dummies* Judith S. Hurwitz,Alan Nugent,Fern Halper,Marcia Kaufman,2013-04-02 Find the right big data solution for your business or organization Big data management is one of the major challenges facing business industry and not for profit organizations Data sets such as customer transactions for a mega retailer weather patterns

monitored by meteorologists or social network activity can quickly outpace the capacity of traditional data management tools. If you need to develop or manage big data solutions you'll appreciate how these four experts define, explain, and guide you through this new and often confusing concept. You'll learn what it is, why it matters, and how to choose and implement solutions that work. Effectively managing big data is an issue of growing importance to businesses, not-for-profit organizations, government, and IT professionals. Authors are experts in information management, big data, and a variety of solutions. Explains big data in detail and discusses how to select and implement a solution, security concerns, data storage, and presentation issues, analytics, and much more. Provides essential information in a no-nonsense, easy-to-understand style that is empowering. Big Data For Dummies cuts through the confusion and helps you take charge of big data solutions for your organization.

Organizing and Describing Data School Mathematics Study Group, 1961 Collecting, Organizing and Interpreting Data National Council of Teachers of Mathematics, 1969 **Data Resource Guide** Michael H. Brackett, 2016

Are you struggling to find the data that you need to support your business activities? Are you concerned that people may be using the wrong data for their business activities? Are you having difficulty understanding the data that you do find in your data resource? Are you frustrated over documenting that understanding in a manner that is readily accessible to anyone in the organization? If the answer to any of these questions is Yes, then you need to read *Data Resource Guide* to help identify, understand, access, and use the appropriate data. Most public and private sector organizations today have no formal single location for the complete documentation of their data resource that is readily available to everyone in the organization. Many organizations don't even have a concept of how to design, develop, or manage a single repository containing an understanding of all the data available to the organization. Yet they are staking their business on those data. *Data Resource Guide* provided the complete data resource model for an organization's data resource. *Data Resource Guide* Understanding provided a detailed description of how to thoroughly understand an organization's data resource through those data. *Data Resource Guide* Now *Data Resource Guide* provides the detailed specifications for developing a simple, inexpensive, and effective way to document the data resource, understand it, and make that understanding readily available to anyone in the organization. Michael Brackett draws on over half a century of data management experience to complete two trilogies for formally managing an organization's data as a critical resource. The *Data Architecture Trilogy* describes the development of a single organization-wide data architecture for an organization. The *Data Understanding Trilogy* describes the acquisition and documentation of understanding about all the data at an organization's disposal. *Understanding and Organizing User Generated Data* Michael Kuhn, 2011

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