

EDTC 810 Statistics for Educational Research Spring 2019  
New Jersey City University

Project 3  
Peer Critique of Group 4 Statistical Website

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The peer critique of assignment 2 was based on evaluating the statistical website of Group 4 that can be retrieved from <https://dward88.wixsite.com/edtc810statsite>. The website was designed and created by Susan Van Alstyne, Emily Vandalovsky, and Daniel Ward. In addition, the site was evaluated for precision, validity, and completeness based on the rubric for assignment 3 and 2 represented below to determine whether the group followed the necessary requirement for their website.

### Rubric for Assignment #3

Category	Did not meet the minimum standards	Met the minimum standards	Exceeded the minimum standards	Your score
Required elements for the website	Feedback evaluates the website. The comments are weak or do not support the score. (0-1 Point)	Effective feedback that evaluates the website for thoroughness and completeness. Feedback addresses both issues and positive features of the website (2-3 Points)	Effective feedback that evaluates the website for thoroughness and completeness. Feedback is direct and addresses both issues and positive features of the website (4-5 Points)	5/5
Total				5/5

### Rubric for Assignment #2

Category	Did not meet the minimum standards	Met the minimum standards	Exceeded the minimum standards	Your score
Required elements for the website	Website contains at least 5 pages that detail 5 separate statistical concepts. At least 3 of	Website contains at least 5 pages that detail 5 separate statistical concepts. At least 3 of the	Website contains at least 5 pages that detail 5 separate statistical concepts. At least 3 of the	10/10

	<p>Website contains at least 5 pages that detail 5 separate statistical concepts. At least 3 of Website contains at least 5 pages that detail 5 separate statistical concepts. At least 3 of /10 the concepts are inferential statistics. Substantial issues exist with the appearance or group participation (0 -5 Points)</p>	<p>concepts are inferential statistics. Videos and material create a somewhat cohesive and attractive appearance, but some issues exist with the appearance or group participation. (6 -8 Points)</p>	<p>concepts are inferential statistics. Each member records at least one video. Each member submits a group evaluation (log). Videos and material create a cohesive and attractive appearance. (9 -10 Points)</p>	
Content	<p>There are issues with quality in the written concepts, videos, and scenarios. Videos and material explain concepts and allow for the learner to grasp the material. Substantial mistakes with content or grammar are made and they impact project or potential view experience/learning. (0 -5 Points)</p>	<p>There is a high - level quality in the written concepts, videos, and explanations of the context. Videos and material clearly explain concepts and allow for the learner to grasp the material. Some mistakes with content or grammar are made and they do not impact project or potential view experience/learning. (6 - 12 Points)</p>	<p>There is a high -level quality in the written concepts, videos, and scenarios. Videos and material clearly explain concepts and allow for the learner to grasp the material. Few mistakes with content or grammar are made and they do not impact project or potential view experience/learning. (13 -15 Points)</p>	15/15
Total				25/25

### **Required elements for the website**

Susan Van Alstyne, Emily Vandalovsky, and Daniel Ward from Group 4 did an excellent job on their website. The group did satisfy the necessary requirement for this category to exceed the minimum standards described in rubric for assignment 3 and 2 above. The website contained six pages that comprised of the home page (page 1), two descriptive statistics pages (page 2 and 5), and three inferential statistics pages (page 3, 4, 6). The two descriptive statistics pages has information about Mean, Median, and Mode and the P-value. Each statistical descriptive page did define the concepts of mean, median, mode, and p-value and implemented videos to guide diverse learners on understanding these basic statistical methods. The inferential statistics pages included information about Z-test, T-test, and ANOVA. Each inferential statistic page also showed clear definitions, formulas, and video presentations. The videos did explain the terminology in plain language accessible to other educators and include why such concepts are useful to education. Each video demonstrated how to also calculate results using either SPSS or Excel. The Z-test page had more work and effort compared to other pages. Overall, the website was well designed and attractive to viewers; it also showed that the group worked hard to bring everything together. The individual page did follow the requirement; however,

### **Content**

The content of the website did have high level quality in the written concepts, videos, and scenarios. The group did accomplish the necessary requirement that exceeded the minimum standards. The videos were clearly explained and uploaded on YouTube for all learners and educators to use. It would have been good if each page did state the name of the presenter. In addition, there were few mistakes with content or grammar. Furthermore, each member did a lot

of research to develop the page, supported each other, and went above and beyond the requirements to accomplish the assignment.