

Eleven Days in the Life of Dr. King

Campus Climate – By the Numbers



<i>Grades</i>	8 – 12
<i>Core Content Area</i>	Social studies, math/statistics, social-emotional learning
<i>Themes</i>	Social scientific research, data collection
<i>Materials</i>	Paper, pencils, graphing materials, poster paper, markers <i>Optional: Web or social media-based survey tools</i>

Background

You are a researcher tasked with gathering information about campus climate with regard to Race & Equity. Create a survey including 3 - 10 questions.

Lesson Procedure

1.) Design Your Survey

Consider what specific questions you will ask. Will you measure attitudes and actions between students, between students and adults? Be as detailed as possible. For example, asking, “Do you think there is racism at our school?” is a yes/no question that only gives you an idea of broad opinions. Whereas asking, “Have you ever been treated differently at this school because of your race (or ethnicity, gender, sexual orientation, etc.)” gives you as a researcher more information. If you ask “By who?” limit responses to multiple-choice options such as A. Another student; B. Teacher or Staff, etc. You might ask where at the school or at what time during the schedule, this experience took place.

You might also creating a question that challenges respondents to suggest solutions or courses of action. You will likely need a combination of Yes/No, Multiple Choice and Open-Ended questions.

2.) Plan the characteristics of your sample

A sample is the segment of the overall population that will take part in the survey.

- How useful or accurate is a sample that never goes beyond your circle of friends or classmates?
- What steps will you take to make sure different perspectives, grade levels, genders, ethnicities, etc. are reflected in your sample?

**Math classes can use statistics strategies to determine what sample size would be necessary to reflect accurately the population of the entire school.

3.) Methodology

Once you have identified the questions you want to ask and the people you will approach, consider how you will deliver the survey to your sample – and how you will accurately collect data.

- Will you design an online survey using a tool like Survey Monkey?
- Will you use a polling tool on social media or print surveys for people to fill out by hand.
- If the survey has sensitive information, how will you ensure that respondents will maintain their anonymity?
- How might you prevent people from taking the survey multiple times and skewing the results?

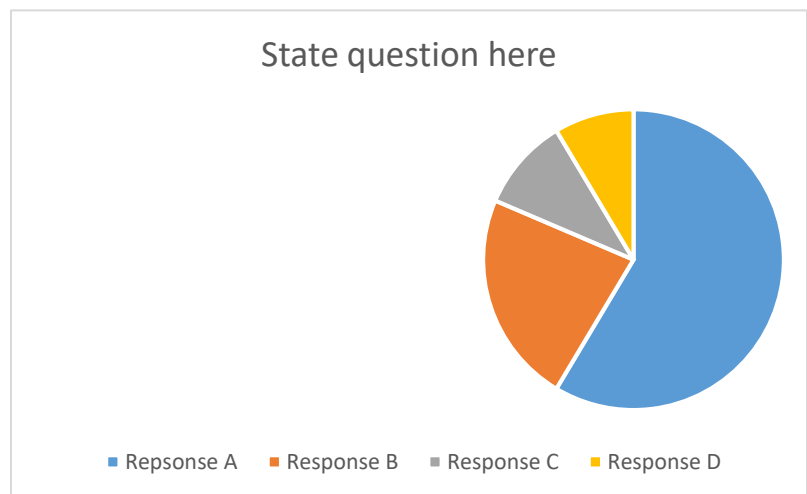
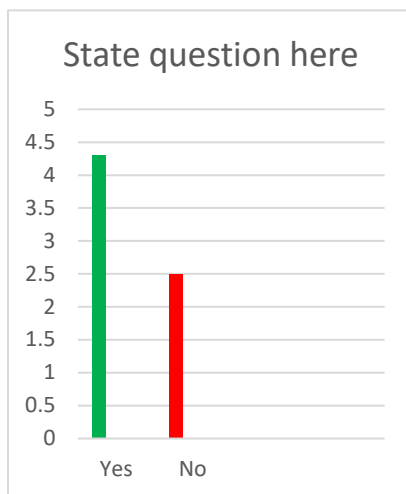
If you are using a combination of yes/no and multiple choice questions, along with open-ended questions, chances are you are collecting quantitative (number-based) and qualitative (language/feeling based) data.

4.) Results & Findings

Once your sample has responded to your survey, it's time to organize the data. This is the phase where you tally responses and compare them to the total number of participants. You determine percentages based on numbers of responses. You place open-ended responses together.

There are different tools you can use to present your raw data:

- If your questions are yes/no (i.e. “Have you ever been bullied at school?”) create a bar graph showing each question and how many people surveyed answered yes or no for each question.
- If your questions have multiple possible answers (i. e. “Where have you experienced being bullied?”) create a pie chart for each question showing the number of people out of the whole who gave each particular answer.



- If you used open-ended questions, make sure to gather and type out the responses, so that they can be seen as a group.
- One of the most important steps is to determine what your data is and isn't telling you. Look for patterns and trends. Can you *deduce** any trends? (To deduce is to make a conclusion based on the information you have gathered.) If you ran into problems in collecting data, make sure you acknowledge them in your final reporting.

5.) Extension

Present your findings to the school council and/or the building administrators.