DEAR DATA, A FOUR WEEK INTROSPECTION WITH DATA

Students combined art and self-reflection in the new Dear Data project. The project was inspired by Dear Data , a collection of postcard data correspondences across the ocean between friends, Giorgia Lupi and Stefanie Posavitch. Over the course of four weeks, students collected data on four aspects of their life – sleep, homework, food, or after school. In art class, they worked with Reenie to create sculptures imagining abstract visualizations of data. In math, the students learned to analyze their personal data through traditional graphs and unique postcards.

Dear Data.

In this six-week long project, you will record data about your life as a 5th grader. These data will be captured, analyzed and represented as images on a postcard. You will also chronicle your own journey in a Dear Data Journal. Journaling will be done at the start of class one to four times a week.

JOURNAL PROMPT:
What will be most challenging for you in terms of data collection?

"One skill I think this project has helped me to develop is remembering to record and keep track of my data."
— Oliver C.

Reenie, our art teacher, has been an incredible addition to the fifth-grade team as a collaborator. She joined my classes on the day we pitched the project to students and came up with the idea to have students visualize their data in a 3D art form during her classes. We were also able to authentically bring in some study skills and SEL topics by having students focus their data collection on sleep habits, homework experiences, and afterschool activities in order to build self-awareness.

— Lissie McAlvey
Middle School Math Teacher

In the past, our project for the fifth grade data unit provided an opportunity for students to collect and analyze data from the entire grade. Creating an original infographic that combined multiple data sets was a challenging aspect of that former project.

With this project, we wanted to bring that creative piece to the forefront. The project also offered a greater opportunity for self-awareness around student skills – a major emphasis in the transition from lower school to middle school.

— Lissie McAlvey
Middle School Math Teacher

Dear Data Project Rubric

	Concerns & areas for improvement	Expectation	Exceeded expectations
Store & Organize		Asks interesting and unbiased survey questions	Asked several questions in addition to requirement
		Regularly records well-organized data	Organized data in multiple ways
		Explores different ways to represent results visually	
Generalize & test		Identifies patterns in data and uses this to draw conclusions	
Strategize		Uses weekly reflections to adjust data collection strategy	

Overall Comments:
In your first journal entry, you said you were "excited about this project because you are uncomfortable using these data collection methods." To me, this is a tremendous indication of your growth mindset and willingness to stretch yourself to grow and learn.

PLACE STAMP HERE

Week 1-Sleep
Dylan

We wanted the students to learn startegies for collecting and analyzing data, drawing conclusions from it, and representing those conclusions in a creative way for others to easily understand. We also wanted our students to reflect on the various things they were learning about themselves via data and, hopefully, see that data can open our eyes to realities we do not always pay attention to.

— Lissie McAlvey
Middle School Math Teacher

JOURNAL PROMPT
What did you learn about yourself?

"This project helped me develop an ability to look further into seemingly normal things I usually do."
— Max C.

"During this project, I think my note-taking skills got better because of all of the notes I took about my habits."
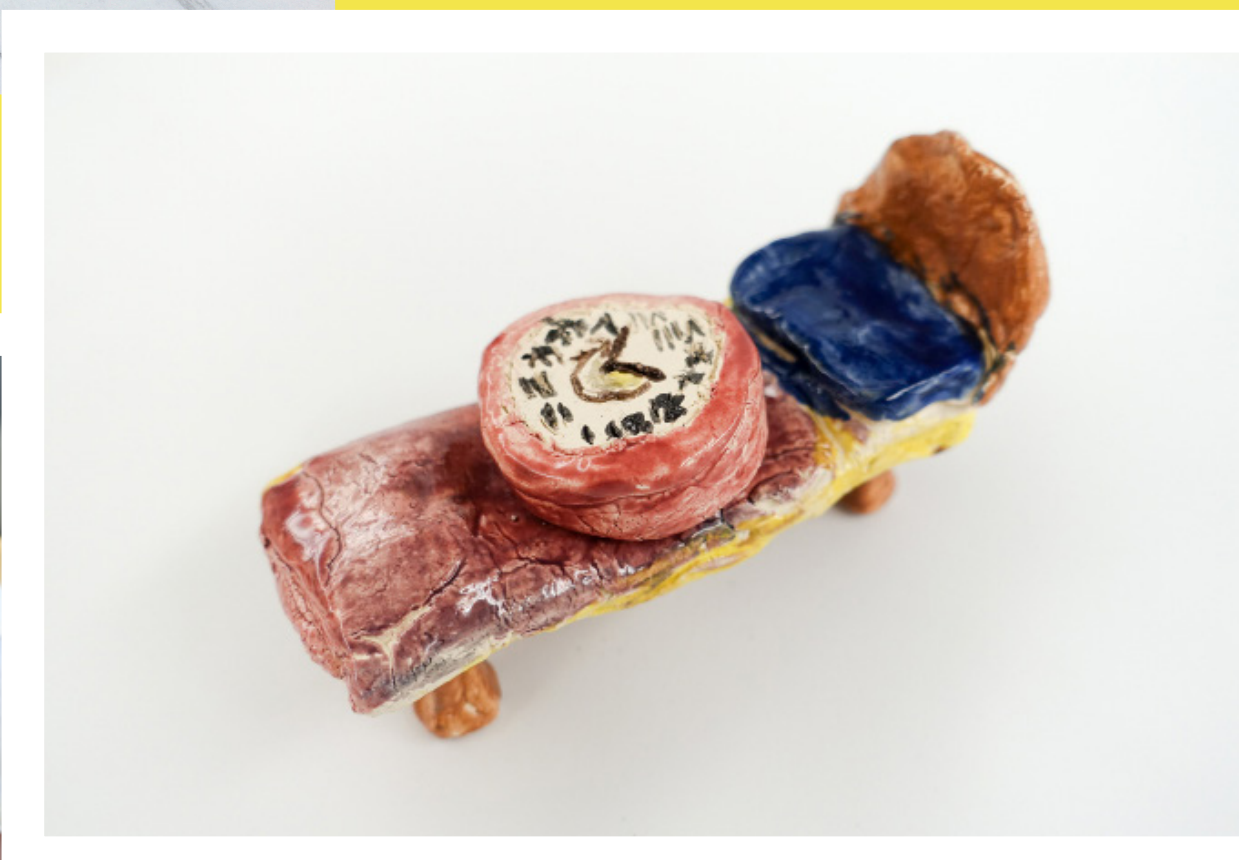— Ben G.

A large focus of fifth-grade math is the shift to working in more open problem spaces – where mathematicians have the power to make choices about their problem-solving path.

One conceptual focus in this unit is data analysis. Rather than just practice the skills of computing the mean, median, and mode from a list of numbers, authentic data collection challenges students to ask, Which statistic is the best way to summarize and communicate my data set to tell a convincing story?

— Carolyn Gray
Middle School Math Teacher

JOURNAL PROMPT:
How will you change behaviors after this project?

"I learned that I slept on average 105 hours each night and that I still need more sleep."
— Jasper F.

The Visible Learning Project aims to document project-based learning initiatives preK–12 at Nueva. To explore more VLP documentation, please visit **www.nuevaschool.org/academics/visible-learning-project**. Please direct all questions, feedback, or ideas for future documentation to **VLP@nuevaschool.org**.

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