

# data collection discussion

*by* Data Collection

---

**Submission date:** 04-Feb-2021 03:34PM (UTC+0500)

**Submission ID:** 1501414261

**File name:** Data\_Collection\_Discussion.docx (20.38K)

**Word count:** 475

**Character count:** 2333

Importance <sup>2</sup>and Use of Data Collection and Analysis

Students' Name

Institutional Affiliation

Course Name

Date

## **Importance and Use of Data Collection and Analysis**

Roblyer and Hughes (2019) discuss the importance and use of data collection and analysis in Chapter 4. Address examples of how you collect data from your students and how you use that data. Have you taught your students how to manage and organize data? What methods worked well for you?

I have taught my students how to collect and organize data, however, not just for the sake of collecting and organizing data but to have a skill that will be necessary as many of them embark on careers in the health care field. There are many instances in which students, once in their jobs in health care, will have to be able to not only collect and organize data but also be able to, on some level, interpret what the data is saying. One of the first projects that the students complete in the first several weeks of my class is researching the career they think they want to have in health care and provide specific data. This is their first taste of data collection and usage in my course. In addition to them collecting the data for this project, I often do surveys to collect data related to different topics in my course and give them insight into other ways that data can be collected.

I also compile data related to assessments that the class has taken to show the data trends to understand the importance of collecting data and then seeing what is done with the data, as we often make changes to the course related to the data. I also collect cumulative files from my students. It takes time to read the files, but they contain much information, and I usually get questions after reading them (Moser, 2018). These data from the students assist me in making appropriate decisions for the students. I prefer supplying questionnaires to my students whereby they get to answer the queries listed in it. I also observe my students in the class, especially when I want to check the students' nonverbal reactions to things that occur in the classroom to understand how they interact. Some of the methods that worked very well while I was collecting

data were; the cumulative files I received from the students, questionnaires, and the survey. The authors of the text noted that the best way to teach students about data collection is through hands-on projects that incorporate real-world applications of what they are researching (Roblyer & Hughes, 2019).

### References

- Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection, and analysis. *European Journal of General Practice*, 24(1), 9-18.
- Roblyer, M. & Hughes, J. (2019). Integrating educational technology into teaching, (8<sup>th</sup> ed.). Pearson.

# data collection discussion

## ORIGINALITY REPORT

6%

SIMILARITY INDEX

6%

INTERNET SOURCES

6%

PUBLICATIONS

0%

STUDENT PAPERS

## PRIMARY SOURCES

1

[www.yieldify.com](http://www.yieldify.com)

Internet Source

3%

2

[epdf.pub](http://epdf.pub)

Internet Source

3%

Exclude quotes Off

Exclude bibliography On

Exclude matches Off