Qualitative & Quantitative data

This planning document is intended to support teachers who are delivering the NPA/PDA Data Science or for students who are learning independently. It also aligns with the Data Skills for Work framework.

Contents

[Lesson Description 1](#_Toc89838435)

[Lesson Contents 2](#_Toc89838436)

[Learning Intentions 2](#_Toc89838437)

[Success Criteria 2](#_Toc89838438)

[Knowledge Prerequisites 2](#_Toc89838439)

[Lesson Requirements 3](#_Toc89838440)

[Task-types 4](#_Toc89838441)

[Worksheet 4](#_Toc89838442)

[How you can use this lesson 5](#_Toc89838443)

# Lesson Description

|  |  |
| --- | --- |
| **Lesson Overview** | The difference between qualitative and quantitative data.  The difference between discrete and continuous data. |
| **Topic** | Working with Data |
| **Book Chapter(s)** | Working with Data, Data types, formats and structure |

|  |  |
| --- | --- |
| **NPA level** | 4, 5, 6 |
| **PDA level** | 7, 8 |
| **Data skills for work level** | Core, Analysis |

# Lesson Contents

This lesson consists of:

* A lesson plan (this document)
* A PowerPoint/PDF presentation, ‘Qualitative & Quantitative’
* Excel/PDF Question workbook on ‘Qualitative & Quantitative’ (for learners)
* Excel/PDF Answers workbook on ‘Qualitative & Quantitative’ (for teachers)

*Note: if the learners are using the Excel versions of the Question-and-Answer workbooks in other software packages (such as Google sheets) the document may need to be adjusted.*

# Learning Intentions

We are learning about the types of data, specifically to understand,

* what is **quantitative** data, and that it can be continuous or discrete
* what is **qualitative** data, and that raw text data can be categorised to allow analysis

# Success Criteria

I can *describe* the difference between qualitative and quantitative data.

I can *identify* continuous and discrete data.

# Knowledge Prerequisites

Learners should know:

* what data is
* data can be transformed into valuable information
* data can be used to solve problems and find answers to questions

# Lesson Requirements

|  |  |  |  |
| --- | --- | --- | --- |
|  | **PDA** | **NPA** | **Data Skills for work** |
| **Qualification** | Yes | Yes | Yes |
| **Outcome ID(s)** | WD7.1b (part) | DS4.2a, DS5.2a,  DS6.2a (part) | C2.1, A1.1 |
| **Outcome description(s)** | WD7. 1b Types of data (categorical and numerical data and their sub-types)  WD8.2b Types of data (categorical and numerical data and their sub-types)    N.B. out of scope of this lesson, “WD7.1b Extract data from different sources” | DS4.2a Describe common data types and data formats.  DS5.2a Describe common data types and data formats.  DS6.2a Describe common data types and data formats.  N.B. out of scope of this lesson, “DS6.2a … including structured and unstructured data.” | C2.1 Vocabulary used in data science and analytics  A1.1 Data types, quantitative and qualitative |
| **Level** | 7/8 | 4/5/6 | Core, Analysis |
| **Software language** | N/A | N/A | N/A |
| **Required equipment /software for student** | Lesson: PowerPoint,  Worksheet: Excel or pdf/printed | Lesson: PowerPoint,  Worksheet: Excel or pdf/printed | Lesson: PowerPoint,  Worksheet: Excel or pdf/printed |

# Task-types

In the worksheet for this lesson, there are up to 6 task-types that become increasingly challenging to support the students learning. Based on the student’s previous knowledge it is possible to select the task-types that are relevant to their stage.

|  |  |
| --- | --- |
| **Task-type** | **Description** |
| **1. Recall** | To be able to recognise definitions or procedures. |
| **2. Define** | To be able to define definitions or procedures. |
| **3. Rephrase** | To be able to use their own words to describe definitions or procedures. |
| **4. Apply** | To be able to apply definitions or procedures to problem-solving activities. |
| **5. Create** | To be able to apply definitions or procedures and create their own solutions to a defined problem. |
| **6. Active** | Using knowledge from the lesson which they apply to scenarios they have researched/designed themselves. |

# Worksheet

The worksheet associated with this lesson is available either in Excel or as a PDF. The answer worksheet is available in both formats too.

|  |  |  |  |
| --- | --- | --- | --- |
| **Worksheet section ID** | **Description** | **Task-type** | **Number of questions** |
| 1.1 | Qualitative vs. Quantitative | Recall | 2 |
| 1.2 | Qualitative vs. Quantitative | Define | 1 |
| 1.3 | Qualitative vs. Quantitative | Rephrase | 2 |
| 1.4 | Qualitative vs. Quantitative | Active | 1 |
| 2.1 | Discrete vs. Continuous | Recall | 2 |
| 2.2 | Discrete vs. Continuous | Define | 2 |
| 2.3 | Discrete vs. Continuous | Rephrase | 1 |
| 2.4 | Discrete vs. Continuous | Active | 2 |
| **Total** | | | **13** |

# How you can use this lesson

This lesson has been created by Effini in partnership with Data Education in Schools, The Data Lab and Data Skills for Work, with funding from the Scottish Government.

© 2021. This work is licensed under a [*CC BY-NC-SA 4.0 license*](https://creativecommons.org/licenses/by-nc/4.0/legalcode)*.*

A picture containing text, clipart

Description automatically generated

You are free to:

* **Share** – copy and redistribute the material in any medium or format
* **Adapt** – remix, transform and build upon the material

Under the following terms:

* **Attribution** — You must give [appropriate credit](https://creativecommons.org/licenses/by-nc/4.0/), provide a link to the license, and [indicate if changes were made](https://creativecommons.org/licenses/by-nc/4.0/). You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
* **NonCommercial** — You may not use the material for [commercial purposes](https://creativecommons.org/licenses/by-nc/4.0/).
* **ShareAlike** — If you remix, transform, or build upon the material, you must distribute your contributions under the [same license](https://creativecommons.org/licenses/by-nc-sa/4.0/) as the original.