DataHaven
Classroom Materials

Title of Material: Navigating Connecticut Wellbeing and Equity Data App Webquest

Topics Discussed: Community wellbeing, discrimination, healthcare, technology accessibility

Skills Utilized: Technology literacy

Format: Individual or in small groups, discuss as a class

In Person or Online: Online

Procedure/Instruction Suggestions:
This is best done with heavy teacher modeling or guidance because they are navigating an unfamiliar application. It would also be beneficial to partner them up, and give them time to explore the application as well as complete their work. There is a lot of information for them to look through!

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Connecticut Wellbeing and Equity Data App Webquest

Directions: Go to the [Connecticut Wellbeing and Equity Data App](#). This will be the site you will be using to gather information and data and to draw your conclusions. Follow the guiding questions below, making sure you're following the directions on what to click and what to look for! If anything does not load, try reloading the entire page.

Guiding Questions

Part I
The link will bring you to the "Home" page. Click "Wellbeing Indicators" in the top menu. It should now say, "How healthy and vibrant are Connecticut communities?" on the top of your screen.

The data shown here are from the 2018 DataHaven Community Wellbeing Survey of adults throughout the state, broken down by demographic groups, education level, and income.
Select a region, a topic, and a survey question to see that question's data by demographic group.

Region Selected:

Topic Selected:

Survey Question Selected:

1. Look at the graph on the left of your screen. What kind of data do you see? What are some specific statistics that stand out to you, that surprise you, or don't surprise you?

2. Look at the chart to the right of your screen. It has all the data for your selected topic. These percentages reflect the average of everyone in Connecticut. What kind of conclusions can you make based on these statistics?

3. Based on your observations and conclusions, write three questions that you have that relate to your selections. For example, "Given that 11% of individuals in Connecticut report being discriminated against by the police, what has been done to help reform the law enforcement policies?"

4. How can this data be used to promote positive social change in Connecticut? How can it be used to educate individuals, change policy, and make Connecticut a more equitable state to live in? Use specific data points, issues in Connecticut, and ideas for change in your answer.

Guiding Questions

Part II
Next, click "Health Risks by Town" in the top menu. It should now say, "What barriers to well-being do communities face?" on the top of your screen.

The data shown here are a subset of indicators from the 2018 DataHaven Community Wellbeing Survey, focused on health risk factors and healthcare access.
Select "Health Risk Factors" for your topic, then pick a survey question to show on the map by town.

Topic Selected: Health Risk Factors

Survey Question Selected:

1. Look at the map on the left of your screen. What are some of the towns with the highest percentage for your selected survey question? What are some of the towns with the lowest percentage?

2. How can we use this map to promote positive healthcare change in Connecticut?

Now, click a town or city on the map to see its profile on the selected topic.

Town or City Selected:

1. Look at the table on the right of your screen. Which survey question statistic stood out to you as surprising or important?

2. Look at the different survey questions. Based on the questions and answers, what can you conclude about your selected town or city?

3. How can we use this list of statistics to promote positive healthcare change in your selected town or city?

Guiding Questions

Part III
Next, click "Internet Access" in the top menu. It should now say, "Where is the digital divide?" on the top of your screen.

The data shown here give shares of households or population groups with access to broadband internet and computers at home. Without access to a computer with reliable internet, it is difficult for students and workers to transition to studying and working from home without falling behind, illustrating the 'digital divide.'
Select an indicator.

Indicator Selected:

1. Look at the map on the left of your screen. What are some of the towns with the highest percentage for your selected survey question? What are some of the towns with the lowest percentage?

3. How can we use this map to promote technology accessibility in Connecticut?

Now, click a town or city on the map.

Town or City Selected:

1. Look at the table on the right of your screen. Which survey question statistic stood out to you as surprising or important?

2. Look at the different survey questions. Based on the questions and answers, what can you conclude about your selected town or city?

3. In a time of online learning due to the COVID-19 pandemic, the importance of technology use to a student's success in school has become very evident. However, even before the pandemic, students who did not have reliable technology access experienced a "digital divide" that could cause them to fall behind and not have as many resources available to them as their peers with technology access. How can this data be used to help close this "digital divide" in Connecticut? How can it be used to educate individuals, change policy, and make Connecticut a more equitable state to live in? Use specific data points and ideas for change in your answer.