
SOHEE KANG, University of Toronto Scarborough

Do Collaborative Learning Strategies Improve Students' Learning in Statistics Course?

Educational research has shown that collaborative learning, or group work often results in a higher level of learning and achievement than individual work. In order to explore how these teaching methods should be translated to the statistics classroom, the experiment was conducted in Statistics II course. In addition, the Immediate-Feedback Assessment Tools (IF-AT) are adapted for assessment. In the control group, students write a quiz individually. The experiment group adapts the collaboration strategy of "Think/Pair/Share". Students' final grades are compared as a measure of learning and also comments from course evaluations are shared as qualitative measures.