
Statistics Education

Chair: Jeffrey Picka (University of New Brunswick)

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.

JENNIFER THORNTON, Mount Saint Vincent University

Online Teaching and Assessing Student Learning

Online learning offers many advantages to both students and faculty, but that comes with disadvantages too. Students need to be taught the material, but also need guidance for submitting work electronically. Professors need to adapt to new and changing technology, and the affect it might have on how we teach the material. I use BlackBoard and Moodle, and through practice I have learned some useful tools for evaluation. The purpose of my talk is to share what I have used that works, and hear from others about what they have done as well.

ASOKAN MULAYATH VARIYATH, Memorial University of Newfoundland

Teaching Statistics to First Year Undergraduate Students - Challenges

Teaching statistics to first year undergraduate students is always a challenge. The main strategy is to develop statistical thinking so that effective use of statistical methods can be ensured. We developed a systematic approach to teaching statistics at undergraduate level based on HSC (Hearing, Seeing and Understanding) concept. We developed statistical applets for better statistical thinking and understanding the basic concepts. We also introduced "projects" as part of the course. The approach was implemented in our newly developed first year statistics course.

SWARNA WEERASINGHE, Dalhousie University

Use of Social Media as a Secure and Supportive Learning Environment for a Graduate Level Biostatistics Course in Medicine

Recently, statistical educators have been focussing attention on teaching statistics to non-mathematically oriented students using multimedia platforms. Constant global reforms in university level statistical education have taken place. These pedagogical reforms had placed more attention to promote basic statistical literacy. Little attention has been paid in how social engagement can be developed into a supervised peer learning process. Facebook learning environment is viewed as one that merges social and academic lives. In this presentation I will present the social network analysis results from the pilot data collected from discussion based learning in a peer learning activity on Facebook.