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**The incoming statistical knowledge of undergraduate majors in a department of mathematics and statistics.**

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Summary: Studies have shown that at the end of an introductory statistics course, students struggle with building block concepts, such as mean and standard deviation, and rely on procedural understandings of the concepts. This study aims to investigate the understandings entering freshman of a department of mathematics and statistics (including mathematics education), students who are presumably better prepared in terms of mathematics and statistics than the average university student, have of introductory statistics. This case study found that these students enter college with common statistical misunderstandings, lack of knowledge, and idiosyncratic collections of correct statistical knowledge. Moreover, they also have a wide range of beliefs about their knowledge with some of the students who believe that they have the strongest knowledge also having significant misconceptions. More attention to these statistical building blocks may be required in a university introduction statistics course.

*Classification:* K45 C35

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