

ZMATH 06683643

Lesser, Lawrence M.; Pearl, Dennis K.; Weber, John J. III

Assessing fun items' effectiveness in increasing learning of college introductory statistics students: results of a randomized experiment.

J. Stat. Educ. 24, No. 2, 54-62 (2016).

Summary: There has been a recent emergence of scholarship on the use of fun in the college statistics classroom, with at least 20 modalities identified. While there have been randomized experiments that suggest that fun can enhance student achievement or attitudes in statistics, these studies have generally been limited to one particular fun modality or have not been limited to the discipline of statistics. To address the efficacy of fun items in teaching statistics, a student-randomized experiment was designed to assess how specific items of fun may cause changes in statistical anxiety and learning statistics content. This experiment was conducted at two institutions of higher education with different and diverse student populations. Findings include a significant increase in correct responses to questions among students who were assigned online content with a song insert compared with those assigned content alone.

Classification: D35 D45 C35 K45 K75 K85

doi:10.1080/10691898.2016.1190190