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Conceptualizing a framework for advanced placement statistics teaching knowledge.

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Summary: The purpose of this article is to sketch a conceptualization of a framework for Advanced Placement (AP) Statistics Teaching Knowledge. Recent research continues to problematize the lack of knowledge and preparation among secondary level statistics teachers. The College Board's AP Statistics course continues to grow and gain popularity, but is a challenge for most secondary teachers to teach because of the emphasis on conceptual understanding and problem solving. Therefore, examining the components of teaching knowledge required for the course is of high importance. Using existing statistics teaching knowledge guidelines, previous research findings, national standards and College Board content requirements, a teaching knowledge framework for AP Statistics is proposed that will appropriately focus the teaching of AP Statistics courses to better prepare teachers and minimize current deficiencies.

Classification: K10 D39

Keywords: stochastics; statistics; secondary statistics education; college-level high school statistics course; advanced placement statistics; subject content knowledge; pedagogical content knowledge; teacher education; topic alignment with national guidelines

<http://ww2.amstat.org/publications/jse/v23n3/haines.pdf>