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Resequencing topics in an introductory applied statistics course.

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Summary: The introductory applied statistics course taken by many thousands of undergraduate students has undergone a transformation over the past 25 years. Changes in what we teach, how we teach, and how we assess have impacted introductory statistics courses at institutions worldwide. In this article we shift focus from what we teach and how we teach to when we teach. We propose changes to the sequence in which core statistical concepts are presented in an introductory applied statistics course. The proposed ordering of topics repeats the sequence of descriptive summaries-probability theory-statistical inference several times throughout the course in various contexts.

Classification: K85 D35

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