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Integrating technology into classroom instructions for reduced misconceptions in statistics.

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Summary: Misconceptions in statistics among students of non-statistics major are quite common. This paper will present the humble efforts of the author in trying to reduce misconceptions among her statistics students using technology. The examples were drawn from the teaching and learning of statistics to Master of Technical and Vocational Education students in the Universiti Tun Hussein Onn Malaysia. EXCEL spreadsheet, power point presentation slides and a concept-mapping tool were integrated into classroom instructions on descriptive statistics. Increased class-room interactions were observed through out the learning process and a decrease in the percentage of students committing the specific misconceptions were recorded.

Classification: D35 K45 R75

Keywords: statistics education; misconceptions; technology; teacher education; spreadsheets; descriptive statistics; tertiary education

<http://www.iejme.com/022009/ab2.htm>