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Statistical Literacy: How should we teach it to large introductory statistics courses?

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Statistical literacy is highly desirable in today's world where decisions on many societal issues are based on data. The development of students' statistical literacy is increasingly being recognised as a key goal in statistics education. This paper describes our initial approach in explicitly teaching the comprehension, interpretation, and critical evaluation of statistically-based reports to a large introductory statistics course at The University of Auckland. The subjects and focus of this study are the lecturers. Data gathered from the lecturers of the course during the implementation of the two teaching units are presented. Implications for the teaching of statistical literacy are discussed.

Classification: K45 K15

Keywords: statistical literacy; interpretive skills; media reports; reading statistics