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Square PEGs in round holes: academics teaching statistics in industry.

MacGillivray, Helen (ed.) et al., Topics from Australian conferences on teaching statistics. OZCOTS 2008–2012. New York, NY: Springer (ISBN 978-1-4939-0602-4/hbk; 978-1-4939-0603-1/ebook). Springer Proceedings in Mathematics & Statistics 81, 225-245 (2014).

Summary: The teaching of statistical techniques to people in industry, as part of quality control or process improvement programmes, can be a rewarding but somewhat daunting process for academics. To be effective in this arena the academic needs to be demand-driven, and client-focused, as well as being capable of building client relationships, ensuring customer responsiveness, and supporting flexible delivery. As well as using training methods that are likely to be effective in promoting long-lasting learning, allowance needs to be made for the evaluation of both the training programme and its outcomes in terms of the objectives of the organisation. The new knowledge and the skills imparted by the training programme must relate to real workplace needs. Successful industrial training involving statistical techniques depends primarily upon targeting the right people at the right time and providing appropriate content. This chapter explores some of the requirements and conditions that contribute to the successful teaching of statistics by academics to adult students in industry settings. Whilst the spin-offs for undergraduate teaching are numerous, the biggest gains include the cooperation between the specific industry and the academic institution concerned.

Classification: K48 K78 K88 K98 M48 M58

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