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**A comparison of first year statistics units' content and contexts in a multinational study, with a case study for the validation of ASSIST in Australia.**

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, 189-210 (2014).

Summary: The study of statistics has become widespread throughout many degrees around the world in many universities, as the emphasis on evidence-based decision making has gained momentum in the business world. Students' approaches to their learning bear significant weight over the skills and understanding that students acquire during their studies. Three distinct learning approaches have been identified by researchers over the last three decades: deep, surface and strategic. The discrepancy between desired learning outcomes and the aptitude and skills that students of statistics acquire is well documented but the underlying reasons for choosing different learning approaches in statistics has only been investigated in limited studies and only from the perspective of a student's demographics. It is therefore important to understand how unit and student characteristics might encourage students to utilise certain approaches, especially students who do not major in statistics. The aims of the current chapter are therefore to provide a brief review of learning approaches, a detailed description of the multinational study and validation of the Approaches and Study Skills Inventory for Students (ASSIST) as a measure of the learning approaches utilised by a cohort of Australian students of statistics.

*Classification:* K45 K75 K85 D35

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