# Introduction

## Rationale

Technological advancement have made big data (Gould & Çetinkaya-Rundel, 2014) inevitable in our daily life and powerful computers easily available (Finzer, 2013). In turn, these advances have dramatically changed the practice of statistics (Wood, Mocko, Everson, Horton, & Velleman, 2018). To cope up with these changes, in 2007, Franklin et al. (2007) published a framework for statistics education both in the k to 12 and college.

The impact of technology in teaching statistics

Reproducible

The gap between statistical practice and statistics education.

Zeiffler, Garfield, & Fry (2018) pointed out that New Zealand adopted the GAISE report and has now benefited.

R and RStudio

Efforts in the Philippines

## Statement of the Problem

## Statement of the Hypothesis

## Significance of the Study

## Research Framework

## Scope

## Definition of Terms

# Review of Related Literature and Studies

# Methodology

## Research Design

## Research Environment

## Respondents

## Research Instruments

## Data Gathering Procedure

## Data Analysis

# Reference

Finzer, W. (2013). The Data Science Education Dilemma. *Technology Innovations in Statistics Education*, *7*(2). Retrieved from <https://escholarship.org/uc/item/7gv0q9dc>

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Gould, R., & Çetinkaya-Rundel, M. (2014). Teaching Statistical Thinking in the Data Deluge. In T. Wassong, D. Frischemeier, P. Fischer, R. Hochmuth, & P. Bender (Eds.), *Mit Werkzeugen Mathematik und Stochastik lernen – Using Tools for Learning Mathematics and Statistics* (pp. 377–391). Wiesbaden: Springer Spektrum.

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Zeiffler, A., Garfield, J., & Fry, E. (2018). What is Statistics Education? In D. Ben-Zvi, K. Makar, & J. Garfield (Eds.), *International Handbook of Research in Statistics Education* (pp. 37–70). Cham: Springer.