

# 2016 GAISE College Report

(Adapted from an activity by Matthew Beckman)

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## Guidelines for Assessment and Instruction in Statistics Education

1. Teach statistical thinking
  - A. *Teach statistics as an investigative process of problem solving and decision making*
  - B. *Give students experience with multivariable thinking*
2. Focus on conceptual understanding
3. Integrate real data with a context and purpose
4. Foster active learning
5. Use technology to explore concepts and analyze data
6. Use assessments to improve and evaluate student learning

## Discussion Activity

### Part I: Summarize your assigned GAISE guidelines

Be prepared to summarize each of your assigned GAISE guidelines for the class. For example,

1. What is this guideline intended to accomplish?
2. Do you think this guideline is important, and why or why not?
3. Have you ever experienced a class that incorporated this guideline, and how did this experience impact your learning?
4. What sort of examples did the authors of the GAISE College Report describe?

### Part II: Action Plan

Prepare a specific plan to share with the class describing how an instructor could implement your assigned GAISE guidelines in:

1. A statistics course you are **currently taking** this semester
2. An **introductory statistics course** like STAT 200 at Penn State

We will critique these suggestions as a class to refine our thinking about the GAISE guidelines and help everyone begin to think about how they will incorporate GAISE guidelines into upcoming practice teaching assignments.

### Part III: Topics Omitted from Introductory Statistics

Be prepared to share your remarks about the topics the might be omitted from introductory statistics courses.

1. Which topics are you glad to see on this list?
2. What are your personal experiences with these course topics being included/excluded?
3. Are there topics listed that you believe should **NOT** be excluded?
  - (a) Share reasons why you'd like it to remain in the course
  - (b) Share reasons why it might reasonably be excluded
4. Are there topics missing from the list that you think should be included?
  - (a) Share reasons why you'd like it to be excluded
  - (b) Share reasons why it might reasonably remain in the course