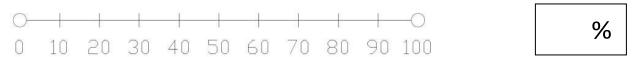
Statistics Teaching Inventory: Lecture/Recitation form

Please answer each question carefully and candidly and respond to all the questions in reference to an introductory statistics course. Refer to one course that you currently teach or have recently taught.

Directions:

For questions with a radio button: Select only one answer. For questions with a checkbox: Select all that apply.

For some questions, you will be asked for a percentage: for example, the percentage of time that a certain activity happens in your class. You will see a number line, and a box, like these:



Please mark an X along the line corresponding to the percentage you would like to give, OR just write the percentage on the box to the right of the number line. (You need not do both.)

For example, to enter 25%, you would mark:



To enter one of the endpoints (0 or 100), just place an X in the circle corresponding to the endpoint.

For example, to enter 100% you would mark:



If you are unsure of an exact percent, please enter an approximation.

Part 1: What type of class do you teach?

1. Do you teach a class that is entirely (100%) online?	
Yes → Go to STI Online version	
○ No → Proceed to #2	
2. Do you teach a class that is entirely (100%) face to face?	
Yes -> Go to question 2a)	
○ No → Go to #3, then STI Hybrid version	
2a) If yes, does your class use recitations or lab sessions led by so	omeone else
(e.g. a teaching assistant)?	
Yes > Lecture/Recitation Version	
○ No → Regular face-to-face version	
Proceed to Part 2: Pedagogy	

Part 2: Pedagogy

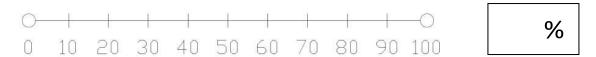
The following questions will be split into two different parts: one for your lecture (large group) session, the other for your recitation/lab session.

Consider the total amount of time spent in a typical <u>lecture (large group) session</u>. Approximately what percentage of this time is spent on each of the following? (Note: The four percentages below should add up to 100%)

1. Students meeting together as a whole class (not in small groups) for lecture, discussion, or demonstration:



2. Students working in groups:



3. Students working individually on an activity:



4. Students taking an assessment:



Consider the total amount of time spent in a typical <u>recitation or lab session</u> taught by a competent teaching assistant. Approximately what percentage of this time is spent on each of the following? (Note: The four percentages below should add up to 100%)

5. Students meeting together as a whole class (not in small groups) for lecture, discussion, or demonstration:



%

6. Students working in groups:



%

7. Students working individually on an activity:



%

8. Students taking an assessment:



%

9. Consider a student who was fully engaged in your course. To what extent do you think that **student** would agree or disagree with the following statements about this course?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) The content was presented mostly through the instructor or TA's lectures.	0	0	0	0
b) The instructor and/or TA asked challenging questions that made me think.	0	0	0	0
c) The course frequently required students to work together.	c	0	0	0
d) The content was presented mostly through activities.	c	0	0	0
e) This course encouraged students to discover ideas on their own.	0	0	0	0
f) This course often used technology (e.g. web applets, statistical software) to help students understand concepts.	C	c	c	C

Part 3: Curricular Emphasis

The following items will ask you about your curricular emphasis. Consider the entirety of your course as you complete this section.

To what extent are the following addressed in your course?

	Seldom or not at all	A few times	Repeatedly
1. The need to base decisions on evidence (data)	0	0	0
2. Difficulties involved in getting good quality data	0	0	0
3. The study of variability is at the core of statistics	0	0	0
4. The need to select an appropriate model for making a statistical inference	0	0	0
5. The process of selecting an appropriate model for making a statistical inference	0	0	0

To what extent do you emphasize each of the following approaches to <u>statistical inference</u> in your course?

	Not at all	To some extent	A major emphasis
6. Parametric methods (e.g. t-test, z-test)	0	0	0
7. Bayesian methods	0	0	0
8. Simulation/resampling (e.g. randomization, bootstrap methods)	0	0	c
9. Other (please describe):	0	0	0

10. Of all the data sets	s students see in this course, what portion of them are real data?
○ None	
C A few	
C About half	
C Most of them	
C All of them	

Part 4: Technology

For this section, consider your entire course – time spent in lecture, in recitation, and outside of class.

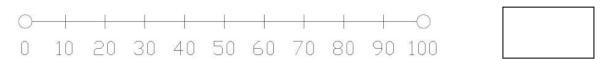
1. Other than hand calculators, do students use technology tools during the course?
C Yes> skip to question #3
No No What are your reasons for not using technology other than hand calculators in your course? (Select all that apply.)
there is no computer technology available there are departmental constraints on technology use students are already provided with statistical output students use hand calculators to compute statistics using formulas Other: Skip to Part 5: Assessment

3. In what settings do students work with each of these technology tools? (Select all that apply.)

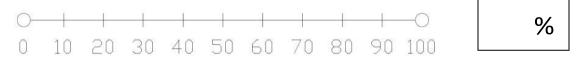
	Delivery of course content	Activities and assignments (e.g. homework, projects)	Assessments (e.g. quizzes, exams)
a) Statistical analysis package			
(e.g. Minitab, SPSS, JMP,			
StatCrunch)			
b) Graphing calculator with built-			
in statistical functions			
c) Spreadsheet tools (e.g. Excel)			
d) Web Applets			
e) Conceptual software (e.g.			
TinkerPlots, Fathom)			
e) Other:			

Questions 4 and 5 ask you to consider how students use technology. In answering these questions, consider the total amount of time that students use technology. (These responses do not need to add up to 100%.)

4. What percentage of time that students spend using technology is designed to be spent **analyzing** data?

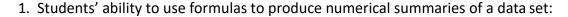


5. What percentage of time that students spend using technology is designed to be spent understanding statistical concepts?



Part 5: Assessment

Consider your total set of assessments that count for a grade in your class. Approximately what percentage of the students' grade is dedicated to evaluating each of the following? (These percentages do not need to add up to 100%.)





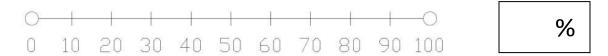
2. Students' ability to perform step-by-step calculations to compute answers to problems:



3. Students' ability to critically examine statistics in the media:



4. Students' ability to interpret results of a statistical analysis:



5. Students' ability to reason correctly about important statistical concepts:



6. Students' ability to successfully complete a statistical investigation (e.g., a course project):



7. Other (please describe):



11

Part 6: Beliefs

Please rate the extent to which you agree or disagree with each of the following statements as they reflect your beliefs (<u>but not necessarily your actual teaching</u>) regarding the teaching, learning, and assessment of introductory statistics:

	Strongly Disagree	Disagree	Agree	Strongly Agree	UNDECIDED
Rules of probability should be included in an introductory statistics course.	0	0	0	0	0
2. The topic of theoretical probability distributions (e.g., the binomial distribution) should be included in an introductory statistics course.	C	C	0	C	C
3. Students should learn how to read statistical tables of theoretical distributions (e.g., t-table, F-table).	0	0	0	0	0
4. Technology tools should be used to illustrate most abstract statistical concepts.	0	0	0	0	0
5. Students should learn the importance of using appropriate methods for collecting data.	0	0	0	0	C
6. Students should learn connections between the quality/nature of the data and inferences that are made.	0	0	0	0	0
7. Students should learn fewer topics in greater depth instead of learning more topics in less depth.	0	0	0	0	0
8. Lectures should be the primary way for students to learn statistical content.	0	0	0	0	0
9. Quizzes and exams should be used as the primary way to evaluate student learning.	C	c	0	C	0
10. Alternative assessments (e.g., projects, presentations,) should be used to provide important information about student learning.	c	c	0	c	C

	Strongly Disagree	Disagree	Agree	Strongly Agree	UNDECIDED
11. All assessments should be regularly reviewed to see that they are aligned with important student learning goals.	C	C	0	c	C
12. Assessments should be used to provide formative feedback to students to improve their learning.	C	0	c	C	0
13. Students should be assessed on their ability to complete an openended statistical problem.	0	0	0	0	0
14. Students should be assessed on their statistical literacy (e.g., ability to read a graph, understand common statistical words, etc.).	c	C	0	c	C
15. Students should analyze data primarily using technology.	0	0	0	0	0
16. Statistics courses should be updated continually in light of developments such as new technology and common core curriculum requirements.	C	C	C	0	C
17. Statistics instructors should be actively engaged in the statistics education community.	C	0	C	c	0

Part 7: Course Characteristics

1. a) How many students are enrolled in one typical lecture section of this course?
students
b) How many students are enrolled in one typical recitation/lab section of this course?
students
2. Please indicate the mathematical prerequisite for this course:
C Calculus
C College algebra
C High school algebra
○ None
© Other:

3. [ou have teaching assistants who help with the course?
O Yes	3a) What is the role of the teaching assistant in the course? (Select all that apply):
○ No	Facilitate discussions or activities Grade assignments Answer students' questions Lead recitation/lab sessions Lead lecture sessions Other (please specify):
i	tify any constraints that keep you from making changes that you would like to implement to ove your course. (Select all that apply): onal time constraints artmental or institutional constraints teaching assistants you work with inology constraints (e.g., lack of computer lab, cost of software) racteristics of students (ability, interest, etc.) tations in terms of what can be done within the classroom management system own comfort level with the classroom management system er:
	Additional Information
	would you classify the institution at which you teach statistics? vear college
	rear college
ΟU	rsity (grant advanced degrees)
00	

2. How would you class	ssify the department in which you teach statistics?
C Business	
C Educational Psycho	logy/Educational Statistics
Mathematics	
C Mathematics Educa	tion
Psychology	
Sociology	
C Statistics	
Other:	
3. Please classify your	position:
C Adjunct Faculty/Ins	tructional Staff (Part Time)
C Adjunct Faculty/Inst	ructional Staff/Non-Tenure Track Faculty (Full Time)
C Faculty (Tenure Trad	ck)
C Faculty (Tenured)	
C Graduate Student	
C High School Teache	r
Other:	
4. How many years ha	eve you been teaching an introductory statistics course?
yea	ars

5. In your graduate comathematical statistics	oursework, how many courses did you take in theoretical statistics (e.g., s, probability)?
○ None	
○1	
○ 2	
○ 3	
○ 4	
O 5 or more	
6. In your graduate co involved the analysis o	ursework, how many courses did you take in applied statistics(i.e., f data)?
○ None	
○1	
○ 2	
○3	
O 4	
○ 5 or more	
	ount of experience you have had in analyzing data outside of your s (e.g., in your own research, consulting, etc.).
O No experience	
C Very little experience	e
C Some experience	
C A lot of experience	

8. Please rate your level of interaction with $\underline{www.causeweb.org}$ (the website for the
Consortium of Advancement of Undergraduate Statistics Education):
C I've never heard of it
C I am aware of it, but never used it
C I've used it every once in awhile
O I've used it frequently

9. Please rate the level of your interaction with each of the following statistics education journals:

	I've never heard of it	I'm aware of this journal, but never read it	I've read the journal a few times	I've read the journal frequently
Statistics Education Research Journal(SERJ)	c	0	0	0
Journal of Statistics Education(JSE)	0	0	0	0
Teaching Statistics	0	0	0	0
Technology Innovations in Statistics Education(TISE)	c	0	0	0

10. Each of the following conferences has sections on statistics education. To what extent has your participation in each of the following impacted the way you teach statistics?

Conference	Never participated	No impact	Small impact	Large impact
U.S. Conference on Teaching Statistics(USCOTS)	O	0	0	0
International Conference on Teaching Statistics(ICOTS)	C	C	0	C
Joint Statistical Meetings (JSM) Sections on Statistics Education	0	0	0	0
Joint Mathematics Meetings(JMM) Sections on Statistics Education	0	0	0	0
Other:	0	0	0	0

For items 11-14, please indicate the number of professional development opportunities in which you have participated during the last 2 years to improve your teaching of statistics.

0		
1-5		
6-10		
More than 10		

11. Live or pre-recorded webinars (online seminars):

	0	1	2	3	4	5 or more
12. Workshops	0	0	0	0	0	0
13. Short courses/minicourses	0	0	0	0	0	0
14. Other:	0	0	0	0	0	0

15. Please provide any additional comments in the space below.
While all responses will remain confidential, we would appreciate some information about you. Please fill out the following:
Full Name:
Institution:
E-mail: