

*Thank you for agreeing to fill out this survey. You have been designated as a faculty member knowledgeable about the introductory statistics courses taught in your department. If your department offers more than one introductory course, then please refer only to the **non-calculus based, undergraduate, one-semester**, often terminal, introductory course that you teach. If you teach quite different versions of introductory statistics (for different audiences) please answer the questions about **one of these courses**.*

This survey is divided into sections that deal with different aspects of your course. The information you provide will be extremely valuable as it will help describe the current teaching of introductory college statistics courses in the United States and Canada.

1998 SURVEY OF INTRODUCTORY COLLEGE STATISTICS COURSES

PART 1: INFORMATION ABOUT YOUR DEPARTMENT

Number of sections of introductory statistics taught per year in your department_____

Average number of students per section ___

Textbook used this year in your introductory course:

What software packages are available for you to use in teaching introductory statistics?

PART 2: INFORMATION ABOUT YOUR INTRODUCTORY STATISTICS COURSE

The next section asks detailed questions about the use of technology, teaching methods, and assessment methods in your department's introductory course. Since there are different introductory statistics courses taught in your department, please provide only information about the course or courses you teach. If you teach two or more different introductory courses, please select one of them when answering these questions.

USE OF TECHNOLOGY

Students are required to:

Use a graphing calculator	Yes__ No__
Use a computer spreadsheet program (e.g., Excel)	Yes__ No__
Use a statistical software program (e.g., Minitab)	Yes__ No__

Computers are used for:

Number of times used per course

In-class demonstrations of concepts (e.g., how sampling distributions behave)	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
In-class demonstrations of how to use statistical software to analyze data	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
Out of class homework assignments	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
In-class lab activities	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
One or more out-of-class student labs	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
One or more out-of-class student projects	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
Printouts of analyses to be used in class	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6

Graphing Calculators are used for:

Number of times used per course

Basic computations on small data sets	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
Computations for sets of data that are too large to do by hand	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
Performing simulations	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
Making transformations on lists	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
Making graphical displays	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
Constructing confidence intervals and doing hypothesis tests without going through all the computational steps	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
How many students use them in class and/or on homework ?				
<input type="checkbox"/> none <input type="checkbox"/> some <input type="checkbox"/> many <input type="checkbox"/> most <input type="checkbox"/> all				

The following web resources are used in class or to produce materials to bring to class:

Number of times used per course

Data sets to analyze in class	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
Data sets for students to analyze for projects	<input type="checkbox"/> 0	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> more than 6
News articles to discuss that contain				

Group projects	___	___	___
Posters or presentations	___	___	___
In-class group activities/labs	___	___	___
Out of class group assignments	___	___	___
Students working at the board	___	___	___

ASSESSMENT METHODS

	<i>Frequently Used</i>	<i>Sometimes Used</i>	<i>Not used at all</i>
Portfolios of students' work	___	___	___
Multiple-choice exams	___	___	___
In-class exams	___	___	___
Take-home exams	___	___	___
Quizzes	___	___	___
Critiques of news articles	___	___	___
Other methods (please list):			

To provide feedback to the instructor:

Minute papers	___	___	___
End-of-course evaluations of instruction	___	___	___
Other methods (please list):			

PART 3: CHANGES IN THE INTRODUCTORY COURSE

To what extent has your teaching of introductory statistics changed the past few years?

___no appreciable change ___minor changes ___moderate changes ___major revisions

If no appreciable changes have been made, please skip to PART 4.

Please indicate the areas in which substantial changes have been made:

___ in teaching methods ___in course content ___in use of technology

___ in assessment methods other_____

REASONS FOR CHANGES MADE IN TEACHING INTRODUCTORY STATISTICS (check all that apply)

- Student dissatisfaction with the course Major reason Minor reason
- Your own dissatisfaction with the course Major reason Minor reason
- Requests from other departments Major reason Minor reason
- Recommendations in statistics education
articles or presentations on changing
the introductory course Major reason Minor reason
- An influential colleague or colleagues Major reason Minor reason

REASONS FOR CHANGES MADE (continued)

- Low student success rate Major reason Minor reason
- Increased availability of computers
and software Major reason Minor reason
- Other (please describe) Major reason Minor reason

A. RESULTS OF THE CHANGES MADE on Students

I do not know of any impact of changes made on the students
(skip to Part B)

Compared to courses taught in the past (before changes were made):

- Students appear to enjoy the statistics courses: more the same less
- Students appear to be working/studying more the same less
- The amount of content students appear to be learning is: more the same less
- The type of content and skills students are learning is:
 about the same somewhat different very different
- Other observed changes (please describe):

B. RESULTS OF THE CHANGES MADE on yourself

The changes made have had no real impact on me. (Please skip to next section.)

Compared to courses taught in the past (before changes were made):

- I enjoy teaching statistics more the same less.
- I am sharing ideas and methods with colleagues:

The time required to prepare for teaching is
Other changes (please describe)

more the same less.

more the same less.

PART 4: REACTIONS TO STATISTICS EDUCATION REFORM

For the past 10 years there have been many calls for “reforming” the teaching of introductory statistics courses. We are interested in determining the impact of these reform efforts on the faculty in your department who teach statistics. **If you are the only person teaching statistics, please skip to “Future Plans.”**

FACULTY RESPONSE TO REFORM EFFORTS

Are aware of the reform movement

but are not in favor it. none some many most

Are aware and have made some changes none some many most

Are aware and have made major changes none some many most

FACULTY INVOLVEMENT IN REFORM ACTIVITIES

Who has attended:

Workshops such as STATS or CHANCE? none some many most or all

Mini courses focused on teaching

the introductory course? none some many most or all

Other faculty development opportunities

to improve teaching? none some many most or all

Has your department:

Offered seminars on teaching statistics? yes no

Brought in guest speakers on this topic? yes no

Distributed materials on the reform? yes no

Future plans

What changes do you anticipate in your introductory statistics course over the next few years?

a. Changes in the use of the technology

b. Changes in teaching methods

c. Changes in the course content

d. Changes in assessment methods

e. Other changes:

Your name

Your school:

Code:

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY! PLEASE FEEL FREE TO ADD ANY COMMENTS THAT YOU HAVE ON THIS TOPIC.