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Identical Twins Raised Apart

P. 1-6

David L. Farnsworth

Abstract

This article describes a bivariate data set that is interesting to students. Indeed, this particular data set, which involves twins and IQ, has sparked more student interest than any other set that I have presented. Specific uses of the data set are presented.

A bicycle crash inspires an inquiry-based learning activity

P. 7-12

Diane Evans - Elizabeth Evans - Mary Rose Silva

Abstract

This article introduces a fun, hands-on activity for comparing hand water displacements.

Using the five practices model to promote statistical discourse

P. 13-17

Randall E. Groth

Abstract

Statistical tasks that can be solved in a variety of ways provide rich sites for classroom discourse. Orchestrating such discourse requires careful planning and execution. Five specific practices can help teachers do so. The five practices can be used to structure conversations so that coherent classroom narratives about solutions to tasks may be formed. In this manuscript, two classroom examples that illustrate the five practices are offered. It is argued that employing the five practices can lead to higher quality classroom discussion than some commonly used arrangements.

Unders and Overs: Using a Dice Game to Illustrate Basic Probability Concepts

P. 18-22

Sandra Hanson McPherson

Abstract

In this paper, the dice game *Unders and Overs* is described and presented as an active learning exercise to introduce basic probability concepts. The implementation of the exercise is outlined and the resulting presentation of various probability concepts are described.

A Story-based Simulation for Teaching Sampling Distributions

P. 23-25

Stephen Turner - Alan R. Dabney

Abstract

Statistical inference relies heavily on the concept of sampling distributions. However, sampling distributions are difficult to teach. We present a series of short animations that are story-based, with associated assessments. We hope that our contribution can be useful as a tool to teach sampling distributions in the introductory statistics classroom.

Irene Kaimi

Abstract

This article argues in favour of a recently introduced approach to statistical inference which focuses on understanding the data generating process. A comprehensive example supports the discussion.
