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Chris Oehrlein* (cdoehrlein@gmail.com), 1320 SW 122nd St, Oklahoma City, OK 73170.

Journals and Wikis in Hybrid and Online Intro Statistics.

Introductory Statistics courses are equal parts mathematics, social science, logic and critical thinking. Students and instructors in the past have had to spend a lot of time on developing the mathematical side of the course, expending a lot of effort and energy on formulas and computations. While the other aspects of the course existed, they tended not to be highlighted, but instead given token attention. The only real aspect of logic would have been how to use a p-value to make a conclusion about a null hypothesis, but still without a lot of time spent (or available to spend) on the logic of why the different decisions were made. Modern introductory statistics courses that should be using more hands-on experiences and technology to help students see, feel and understand the underlying principles of variability, inference, design, etc. lend themselves to asking students to reflect on how all of this conceptual knowledge can be applied. Instructors should give students opportunities to write more about what they are learning and how to apply that knowledge. The presenter will share writing assignments, how he uses electronic media to encourage collaboration and improve feedback in hybrid and online courses, and ideas about grading rubrics for writing in statistics. (Received September 25, 2012)