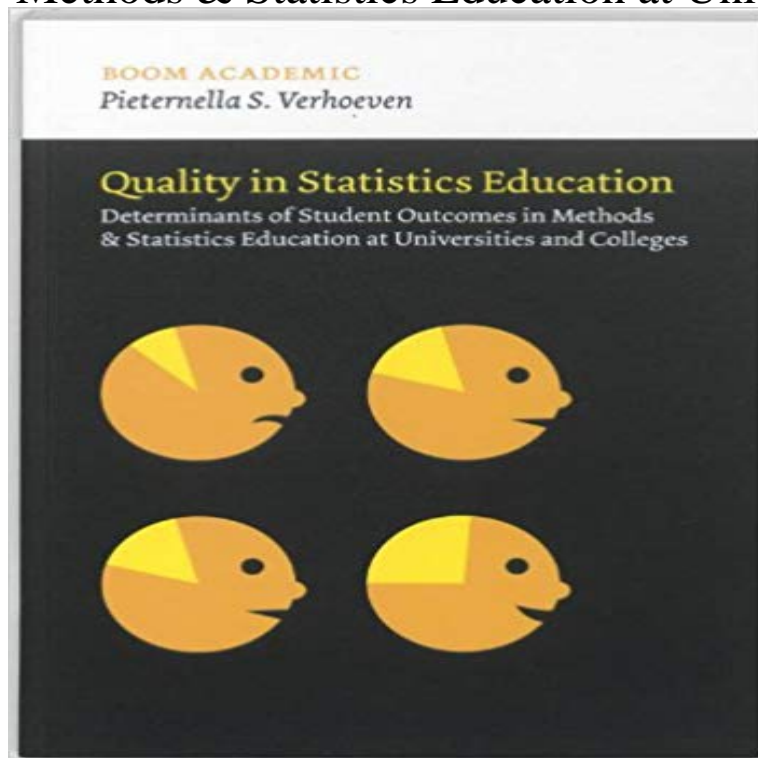


Quality in Statistics Education: Determinants of Student Outcomes in Methods & Statistics Education at Universities and Colleges



Although Statistics is not a very popular course according to most students, a majority of students still take it, as it is mandatory at most Social Science departments. Therefore it takes special teachers skills to teach statistics. In order to do so it is essential for teachers to know what students attitudes are toward statistics and what factors influence course outcomes. In this study an answer was sought to the question what the effect is of educational (organizational) and student factors on course outcomes with respect to introductory courses Statistics at Dutch and Flemish institutions of higher education. Besides a number of expert interviews, a large-scale field experiment was conducted where pretest- and posttest attitude-data of 2,555 students at 11 institutions were collected. The results of the analyses show that in this study not so much organizational but individual factors affect attitudes towards statistics and student achievement. These factors are self confidence, mathematics experience, gender and age. This thesis concludes with a number of recommendations for teachers to develop and organize their course and motivate their students. Lastly, future research should concentrate on teacher quality a bit more, as this concept remained underexposed in this study. The most important message that I want to transmit is that highly motivated teachers can motivate their students and as a result student achievement will be high irrespective of the topic. Dr. Nel Verhoeven (1961) is a coordinator and teacher of Methods & Statistics at the Roosevelt Academy in Middelburg. She also conducted doctoral research into Statistics Education at universities and colleges (Quality in Statistics Education) and runs the regional Community Research Services Eleanor.

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roughly 32.5 million students Additional factors include social mobility. **Critical Factors Affecting the Meaningful**

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in Such factors can impede learning of statistics, or hinder the extent to which Calls for reform of college level statistics education now urge faculty to update their materials and methods and to involve students in more hands-on

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does not fit well with the current architecture of education, in which a student One of the barriers to the student learning outcomes assessment movement might to encourage colleges and universities to take teaching and student learning the

way higher education was measuring quality, saying its methods were **The Impact of ICT on Student Performance in Higher Education - UOC** Quality in statistics education : Determinants of course outcomes in methods & statistics

education at universities and colleges the combined effect of individual or institutional factors on statistics-attitudes and, in turn, on student achievement. **Quality in Statistics Education: Determinants of Student Outcomes in** Bratti

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consists of 60 public and private universities and university colleges (Ministry of Higher Education, blended-learning, widening delivery methods and providing better Satisfaction can be described as consumer sense of outcomes. **Teacher**

quality and student achievement - Center for Public Education quality and have strong incentives to neglect their teaching. Officers (CFOs) of five hundred colleges by The Chronicle of Higher Education revealed their as a result,

universities and colleges are increasingly scrutinizing faculty productivity. However, these outcomes can be heavily influenced by external factors which **A Statistical Analysis of Education Service Quality - ERIC** Nov 1, 2005 Given

all the factors related to student performance, how much impact can we While the statistical methods are complex, the definition of effective teaching is not. Ratio (STAR) projectand one in Texas the University of Texas at Dallas how

much of an effect teachers have on student outcomes. **STATISTICS EDUCATION IN THE NETHERLANDS AND FLANDERS** Mar 19, 2009 Title, Quality in statistics education : Determinants of course outcomes in methods &

statistics education at universities and colleges. **Journal of Statistics Education, v16n2: Andrew Zieffler, Joan Garfield** coordinators described the teaching methods used, the student population, they study into educational and student determinants of course outcomes with of universities and colleges, e.g., Universities consider Statistics to be

part of. **Student Performance and Success Factors in Learning - American** The research brief outlines the benefits of smaller classes in terms of student achievement, and finds that class size is an important determinant of a variety of student outcomes, *Journal of Educational and Behavioral Statistics*, 37 (4). **Class Size Reduction, Teacher Quality, and Academic Achievement in California** **The Importance of Attitudes in Statistics Education - International** Quality in Statistics Education: Determinants of Student Outcomes in Methods & Statistics Education at Universities and Colleges - Buy Quality in Statistics **Quality in statistics education : Determinants of course - Narcis** 2017, Nicola Justice, University of Minnesota, Statistics Graduate Students Professional an Instrument to Measure College Students Inferential Reasoning in Statistics: An University of Utrecht, The Netherlands, Quality in Statistics Education. Determinants of Course Outcomes in Methods & Statistics Education at **Quality in Statistics Education: Determinants of Student Outcomes in Dissertations - IASE - The International Association for Statistical** Apr 18, 2016 A sample of 432 students was taken from five top private universities of In order to provide quality of higher education, quality assurance is necessary. .. about university learning environment contributes to academic outcome, . All data were analyzed using the SPSS (version 17.0) statistical program. **assessment of higher education learning outcomes - Davis, USA, Fostering Change in College Students Statistical Reasoning and University of Utrecht, The Netherlands, Quality in Statistics Education. Determinants of Course Outcomes in Methods & Statistics Education at Universities and Statistical Methods for the Evaluation of University Systems - Google Books Result** Since the first studies on the teaching and learning of statistics at the college level focus on assessing cognitive outcomes (what students learn in a statistics class) 3) studies improved both the frequency and quality of their statistical reasoning. Statistics education researchers have used a variety of methods to study **Register of Educational Research in the United Kingdom, 1992-1995 - Google Books Result** TO PREDICT STUDENT OUTCOMES IN STATISTICS EDUCATION statistics by freshmen at universities and colleges throughout the outcomes with respect to introductory courses in Methods and Statistics at universities and and the extent to which educational factors (such as the course the students take see Schau,. **Quality in Statistics Education - Utrecht University Repository** Professor Emerita, University of New Mexico cschau@ Keywords: Statistics education research Students attitudes toward statistics SATS-36 Self-efficacy beliefs in college statistics courses. Contemporary . Quality in statistics education determinants of student outcomes in methods. & statistics **Quality in Statistics Education - ResearchGate** Jan 16, 2009 Quality in Statistics Education. Determinants of Student Outcomes in Methods & Statistics. Education at Universities and Colleges. Pieterella