
COLLETTE LEMIEUX AND OLIVE CHAPMAN, Mount Royal University and University of Calgary
Interactive Stories in Teaching Postsecondary Introductory Statistics

Recommendations for reform in statistics education suggest the use of active learning, real or realistic data sets, and technology to aid students in developing statistical knowledge, reasoning and thinking. We conducted a study to explore an innovative pedagogical approach based on these recommendations and consisting of interactive story-based tasks to support students' meaningful learning and understanding of statistics. This presentation focuses on the design and nature of these tasks Collette Lemieux developed and implemented in a first-year, undergraduate algebra-based, business statistics course to support students' learning of selected statistics topics, including: descriptive statistics, sampling distributions, confidence intervals, and informal inferential statistics. The presentation will also include examples of the tasks and discuss the usefulness and features of these tasks to support meaningful learning and different levels of understanding of the statistics topics.