

# WHAT'S WRONG WITH ST101?

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# WHAT SHAPES MY PERSPECTIVE?

- I have actually taught **ST 101** for the past five semesters at NC State.
- As the StatCrunch guy, I have had a chance to visit instructors from a variety of institutions.
- I have been actively involved in the “resampling revolution” over the past several years.

# INFERENCE

- It stinks as a “holy grail”.
- Teaching it “six ways to Sunday” amounts to the most boring course ever.
- Resampling is not a magic bullet by any means.
- Data is everywhere, but almost none of it is appropriate for the inferential methods we teach.

# ALTERNATIVES

- How do we make a course out of story telling with EDA and modeling?
- Instructors and students like structure.
- What are the basic principles of such a curriculum?
- How would assessment work?

# IMPEDIMENTS

- We have a massive teacher training issue.
  - NCSU now offers a Graduate Certificate in Statistics Education.
- The departments we serve have their own (often times conflicting) view of what should be taught in a statistics course.

# BABY STEPS

- Let's reform one class period at a time. Evolution not revolution.
- Active learning with data collection and analysis in the class room is a step in the right direction.
- Student research projects leave a lasting impression.
  - Statistics as a spectator sport concerns me.