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## Award Abstract #0816517

**Infusing Quantitative Literacy throughout the Social Science Curriculum**NSF Org: [DUE](#)  
[Division of Undergraduate Education](#)

Initial Amendment Date: August 25, 2008

Latest Amendment Date: August 25, 2008

Award Number: 0816517

Award Instrument: Continuing grant

Program Manager: Myles G. Boylan  
DUE Division of Undergraduate Education  
EHR Directorate for Education & Human Resources

Start Date: September 1, 2008

Expires: August 31, 2009 (Estimated)

Awarded Amount to Date: \$369932

Investigator(s): William Frey billf@umich.edu (Principal Investigator)  
George Alter (Co-Principal Investigator)Sponsor: University of Michigan Ann Arbor  
3003 South State St.  
Ann Arbor, MI 48109 734/764-1817

NSF Program(s): CCLI-Phase 3 (Comprehensive)

Field Application(s): 0116000 Human Subjects

Program Reference Code(s): SMET, 9178

Program Element Code(s): 7493

**ABSTRACT**

Sociology (86)

Political Science (85)

Economics (82)

Geography (88)

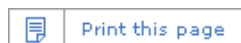
## Social Sciences - Other (89)

This project is working to transform teaching in the social sciences by infusing quantitative literacy throughout the curriculum and by providing undergraduates opportunities to engage in active research experiences using the most advanced social science data. The primary project activities are creating, disseminating, and assessing teaching materials that make it easy for instructors to integrate data analysis in non-methodology courses. The goal is to reduce the "quantitative reasoning gap" between what students learn in early courses and the importance of empirical research in the social sciences. The partners in this project are building upon two extant sources of data (1) the Social Science Data Analysis Network (SSDAN), which distributes teaching modules based on US Census data, and (2) the Inter-university Consortium for Political and Social Research (ICPSR), the world's largest social science data archive.

A second goal of the project is to recruit experienced faculty members to develop new tools for assessing student learning and to conduct assessments in their classes. These assessment tools are intended for distribution with existing and new teaching materials. New software and teaching strategies are being developed to simplify complex data for presentation to undergraduates.

A third goal is to provide training for faculty members to introduce them to the characteristics of new data sets, relevant statistical techniques, teaching strategies, and assessment procedures. Much of the dissemination to end users is taking place through the use of cost-effective Webinars. The communication resources of the American Sociological Association, the American Political Science Association, the National Numeracy Network, and the more than 600 colleges, universities, and research institutions who are members of ICPSR are to be mobilized to disseminate information about new teaching materials. Web sites are to be enhanced to help faculty form teaching communities within disciplines. This approach is expected to help bring about a transformative change in the ways that undergraduates encounter and understand the role of research in the social sciences.

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The National Science Foundation, 4201 Wilson Boulevard, Arlington, Virginia 22230, USA  
Tel: (703) 292-5111, FIRS: (800) 877-8339 | TDD: (800) 281-8749

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