Overview 5/4/2001

Project Observational Project Summary Summary **Together** we can make a difference

**Project Strengths** Project Observational Summary **Conceptual and External** 

- Fundamentality: association and causation
- Foresight: Curricular innovation in content
- Focus: Teaching teachers how to teach better
- Strength: Solid partners at Harvard and UCLA
- Support: from decision-making disciplines: Business, Epidemiology, Political Science, Journalism and policy-related researchers
- Timing: Parallels with Quantitative Literacy



- College commitment already in place (12 FTE/yr)
- Strong departmental support: Communications, Business, Philosophy, Physics and Journalism
- Project manager has entrepreneurial experience
- Project manager has leadership experience
- Statistical Literacy text usable by good students

## D4 Project Observational **Project Challenges** Summary

## Size of the task

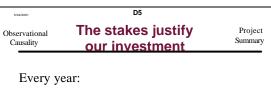
- So many teachers: 5,000
- So much inertia: 100 years of history

## Lack of support for

- curricular innovation involving curricular change
- talking more about causation, less about inference

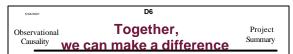
## Lack of support among

- · Traditional mathematicians and statisticians
- · Statistics teachers in research disciplines



- >500,000 college students study statistics
- >\$500 million spent on statistical education

Spending \$500,000 to get better value from this \$500 million spent yearly is a critical investment in our future



We understand the problem.

We have the vision and a workable plan.

We have the authors with new ideas

We have the team to test their materials.

We will assess the results

We can teach teachers how to teach

Working together, we can make a difference

Milo Schield 1