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## Award Abstract #0737126

## Creating a Teaching and Learning Infrastructure for Introductory Statistics Redesign

NSF Org: [DUE](#)  
[Division of Undergraduate Education](#)

Initial Amendment Date: June 30, 2008

Latest Amendment Date: June 30, 2008

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Award Instrument: Standard Grant

Program Manager: Ginger H. Rowell  
DUE Division of Undergraduate Education  
EHR Directorate for Education & Human Resources

Start Date: July 1, 2008

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Investigator(s): Robert Gould rgould@stat.ucla.edu (Principal Investigator)  
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11000 Kinross Avenue  
LOS ANGELES, CA 90095 310/794-0102NSF Program(s): CCLI-Phase 1 (Exploratory),  
S-STEM: SCHLR SCI TECH ENG&MATH

Field Application(s): 0116000 Human Subjects

Program Reference Code(s): SMET, 9178

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## ABSTRACT

Mathematical Sciences 21

The Introductory Statistics Redesign Infrastructure (ISRI) project is constructing a model for effectively integrating the American Statistical Association supported best teaching practices into large, previously lecture-based introductory statistics courses. The project team is developing materials to assist instructors with incorporating active learning

techniques in their classes and is developing teaching assistant materials to improve small-group instruction. Together these teaching supplements provide a model for teaching an activities-based, learner-centric introductory statistics course. The team is also producing unique data-analysis laboratory activities that introduce statistics as a science of data (not as a series of calculations) and guide students in analyzing real data and developing conceptual understanding. Additionally, this project is developing, testing, and implementing a computerized method to rapidly grade short open-ended writing questions in introductory statistics which will help instructors quickly identify learning misconceptions and provide students with timely feedback. All of the components of this course redesign work together to encourage students to perform high-level thinking in introductory statistics.

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