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Award Abstract #0808918

National Statistics Teaching Practice Survey: Planning and on-line logisticsNSF Org: [DUE](#)
[Division of Undergraduate Education](#)

Initial Amendment Date: July 30, 2008

Latest Amendment Date: July 30, 2008

Award Number: 0808918

Award Instrument: Standard Grant

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

Start Date: July 15, 2008

Expires: June 30, 2009 (Estimated)

Awarded Amount to Date: \$66035

Investigator(s): Dennis Pearl dkp@stat.ohio-state.edu (Principal Investigator)
Kathleen Harper (Co-Principal Investigator)Sponsor: Ohio State University Research Foundation
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NSF Program(s): CCLI-Phase 1 (Exploratory)

Field Application(s):

Program Reference Code(s): SMET, 9178

Program Element Code(s): 7494

ABSTRACT

Assessment/Research (91)

This project is one component of a collaborative effort to develop and pilot the National Statistics Teaching Practice Survey (NSTPS), which is based on the Statistics Teaching Inventory, designed as part of the completed NSF-funded ARTIST project (DUE- 0206571). This component is creating the mechanism for administering the survey online, creating a database and reporting structure, and make preparations for the national

administration of the instrument to a representative group of teachers. A sister project (National Statistics Teaching Practice Survey: Instrument development) based at the University of Minnesota is developing, evaluating, and refining the survey instrument and working with researchers from other STEM disciplines to align this project with similar efforts in other fields. That instrument is to be used to gather and examine some pilot data over multiple time points, including settings where change is anticipated (e.g. in gauging instructional changes for participants in a best practices workshop). Together these two projects are preparing the way for follow on work to gather longitudinal data on the teaching of STEM undergraduate courses in order to track changes over time and measure the alignment of teaching with data-based recommendations for improvement in teaching methods and materials.

These two connected projects are creating and implementing online a new research tool to gather important data on the teaching of statistics courses. The instrument can then be used to study the relationship of teaching practices with student learning, the alignment of teaching practice with recognized best practice guidelines, national changes in teaching practice over time, and changing teaching practices following professional development workshops. This pilot project has the potential to serve as a starting point and model for similar instruments and data collection in other STEM disciplines.

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