

Numeracy

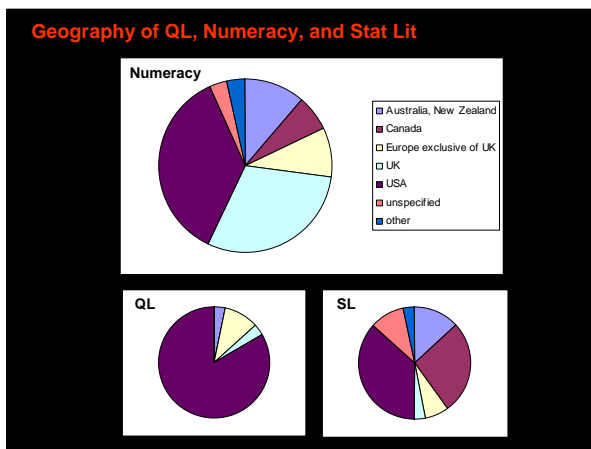
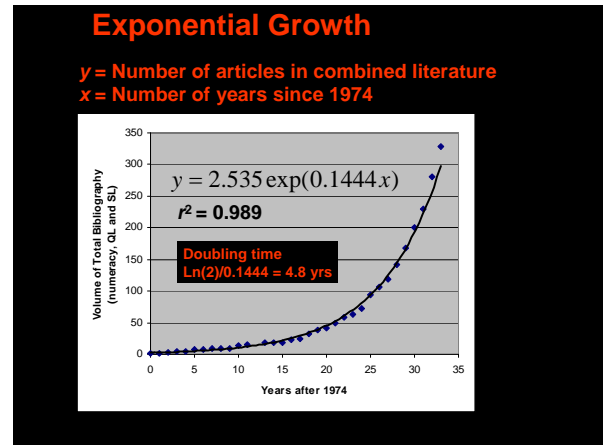
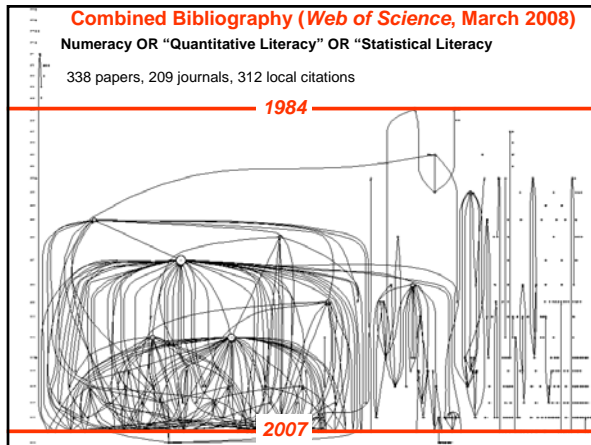
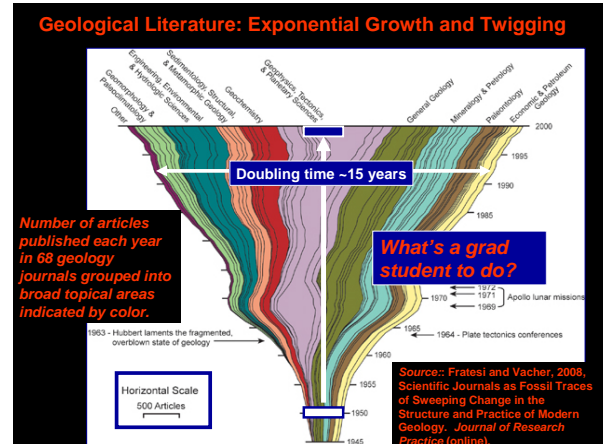
NNN's online, open-access, peer-review journal

Len Vacher
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 University of South Florida
 Tampa FL

Principles:

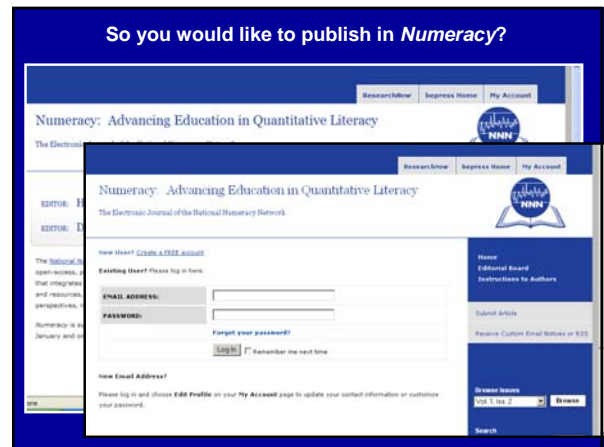
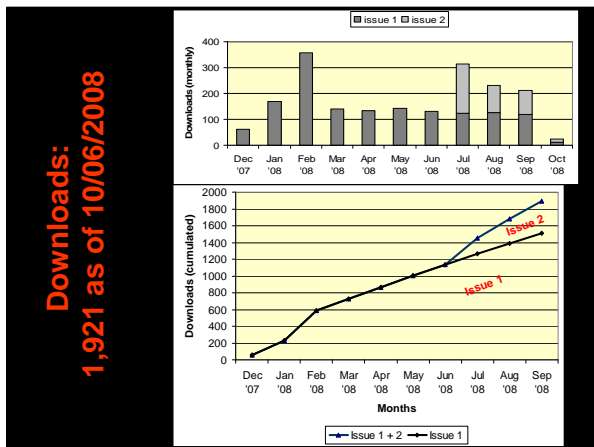
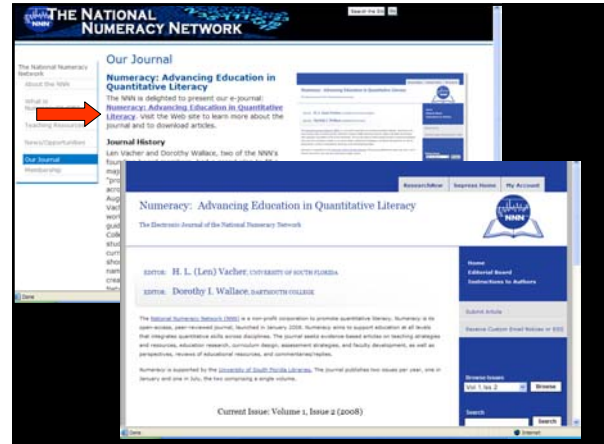
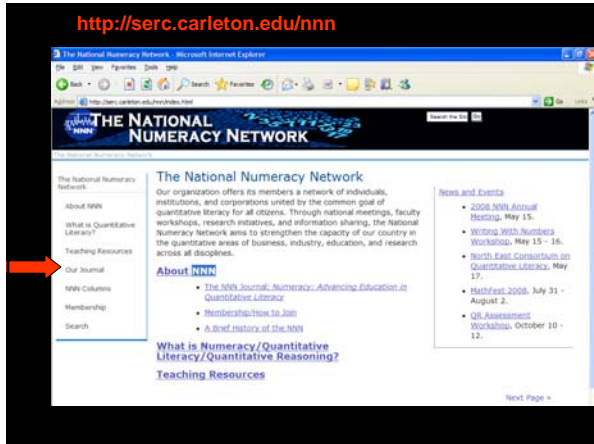
1. Your good work doesn't exist as scholarship until it is published.
2. It cannot be considered "good" until it is peer-reviewed.
3. It will not have *impact* until it is indexed (bibliographic database).

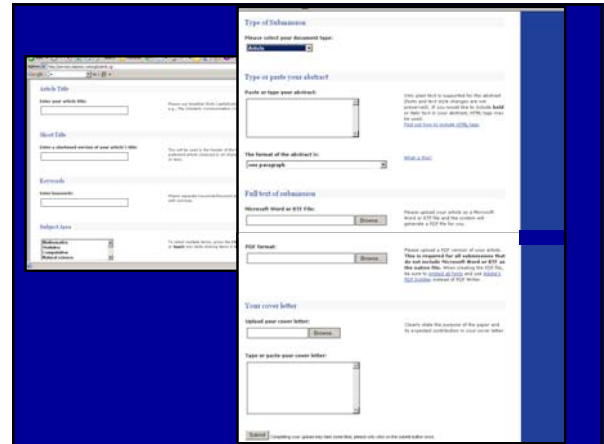
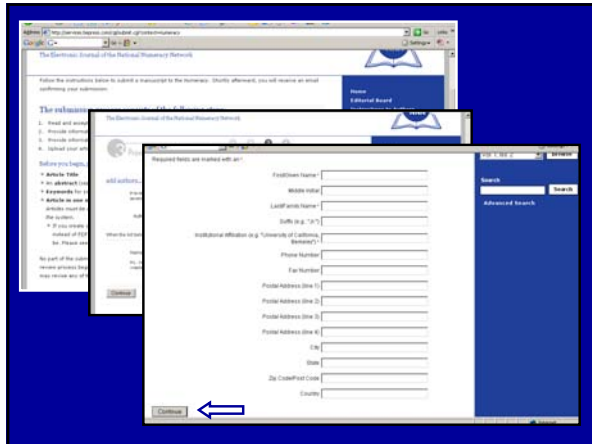
PKAL
 October 11 2008
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Next issue? – Volume 2, Issue 1 (January 2009)

Revision Received (1)
 David M. Bressoud
 Establishing the Quantitative Thinking Program at Macalester

Revision Imminent (2, including--)
 Jennifer M. Wenner, Eric M. Baer, Cathryn A. Manduca, R. Heather Macdonald, Samuel Peterson, and Mary Savina
 The Case for Infusing Quantitative Literacy into Introductory-level Geoscience Courses

In Review (1)

Soon to be submitted (2, including --)

In time remaining

H. L. Vacher and Todd Chavez
 Quantitative Literacy on the Web of Science, 2 – Mining the Health Numeracy Literature for Assessment Items

We need one or two book reviews for next issue

Seeking manuscripts for articles/perspectives for 7/09 issue

Volume 1, Issue 2, July 2008

Editorials
 Abstracts for Numeracy
 H. L. Vacher

Articles
 Quantitative Literacy on the Web of Science, 1: The Bibliography and Its Role in the History of this Journal
 H. L. Vacher and Todd Chavez

Quantitative Literacy Across the Curriculum: A Case Study
 Benjamin Steele and Genne Killy-Bali

Using Local Data To Advance Quantitative Literacy
 Stephen Sweet, Susanne Morgan, and Danette West Johnson

False Positives and Referral Bias: Content for a Quantitative Literacy Assessment
 Stuart Boersma and Teri Willard

Perspectives
 Word Problems: Reflections on Embedding Quantitative Literacy
 Glenn Karasik

Book Reviews
 Review of Quantitative Reasoning: Tools for Today's Information Age
 Aaron G. Montgomery

Columns
 Parts of the Whole: Teachers and the Work They Do
 Dorothy Wallace

Numeracy

Volume 1 Issue 2 2008 Article 2

Quantitative Literacy on the Web of Science,
 1: The Bibliography and Its Role in the
 History of this Journal

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Numeracy

Volume 1 Issue 2 2008 Article 2

Quantitative Literacy on the Web of Science,
 1: The Bibliography and Its Role in the
 History of this Journal

H. L. Vacher* Todd Chavez†

On page 6

is a large-scale version of Figure 1. The other three options produce histograms for the N, QL- and SL-Bibliographies. One needs to scroll both vertically and horizontally to browse the graph. Allow time to peruse the abstracts.

Figure 1. Histogram for the Bibliography in the Appendix: 338 vertices, 312 edges; one large cluster; several small clusters; few cross-connections; many isolated vertices.

http://www.lib.usf.edu/Numeracy/V-C_2008-07/

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Select Bibliography
Quantitative Literacy 1926-2008

Please cite as:
 H. L. Vacher and Todd Chavez
 Bibliography Concerning the
 Statistical Literacy, 1926-2008
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 List of All Records

Records: 238, Authors: 240,
 Yearly output: 1 Document 11
 Page 4 of 4: [1 2 3 4]

#	NA	LCR	CR	Word	Recs	Percent	T LCS	TCGS
1	1	0	2	NUMERACY	60	0.3	0	12
2	1	0	2	LITERACY	61	0.3	0	1
3	1	0	2	CHILDREN	62	0.9	0	13
4	1	0	2	HEALTH	63	1	0.3	2
5	1	0	2	EARLY	64	0.3	0	6
6	1	0	2	SKILLS	65	0.3	0	2
7	1	0	2	STATISTICAL	66	0.3	0	0
8	1	0	2	LEARNING	67	0.3	0	66
9	1	0	2	RISK	68	1.3	6	11
10	1	0	2	SCHOOL	69	0.3	0	1
11	1	0	2	TEACHING	70	0.3	0	1
12	1	0	2	MATHEMATICS	71	0.3	0	0
13	1	0	2	CANCER	72	0.3	0	0
14	1	0	2	NATIONAL	73	0.3	2	2
15	1	0	2	ADULTS	74	0.3	0	0
16	1	0	2	DEVELOPMENT	75	0.6	0	2
17	1	0	2	EDUCATION	76	0.3	0	0
18	1	0	2	ATTENTION	77	0.3	3	6
19	1	0	2	ATTITUDES	78	0.3	2	5

http://www.lib.usf.edu/Numeracy/V-C_2008-07/

ASSESSING

1. 116 McIntosh S, Vignoles A
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LCR: 0 CR: 24 LCS: 0 GCS: 3
2. 119 Woloshin S, Schwartz LM, Moncur M, Gabriel S, Tosteson ANA
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LCR: 1 CR: 16 LCS: 13 GCS: 38
3. 126 Webber LS, Jenkinson JC, McGillivray JA
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4. 141 McGaghie WC
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LCR: 0 CR: 44 LCS: 0 GCS: 4
5. 147 Kaufman DR, Patel VL, Hillman C, Morin PC, Pevzner J, et al.
Usability in the real world: assessing medical information technologies in patients' homes
JOURNAL OF BIOMEDICAL INFORMATICS. 2003 FEB-APR; 36 (1-2): 45-60
LCR: 0 CR: 29 LCS: 1 GCS: 20
6. 266 Sharp S
Assessing value added in the first year of schooling: Some results and methodological considerations
SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT. 2006 SEP; 17 (3): 329-346
LCR: 0 CR: 21 LCS: 0 GCS: 0
7. 283 Kelly XM, Graves KD, Harper FWK, Schmidt JE, Dickinson SL, et al.
Assessing perceptions of cancer risk: Does mode of assessment or numeracy matter?
CANCER DETECTION AND PREVENTION. 2007; 31 (6): 465-473
LCR: 1 CR: 42 LCS: 0 GCS: 0
8. 321 D'Amico L, Goetz L, Arecha JF
Assessing health numeracy among community-dwelling older adults
JOURNAL OF HEALTH COMMUNICATION. 2007 OCT-NOV; 12 (7): 651-665
LCR: 1 CR: 47 LCS: 0 GCS: 0

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Record 321 View: Bibliometric

Author(s): D'Amico L, Hoffman-Goetz L
Title: Assessing health numeracy among community-dwelling older adults
Source: JOURNAL OF HEALTH COMMUNICATION
Date: 2007 OCT-NOV
Document Type: Journal Article
Language: English
LCR: 1 CR: 47 LCS: 0 GCS: 0
Comment:
Address: Univ Waterloo, Fac Appl Hlth Sci, Canada
Univ Western Ontario, Fac Hlth Sci, L
Reprint: Hoffman-Goetz L, Univ Water Gerontol, 200 Univ Ave W, Waterloo, ON N2L 2G1, Canada
E-mail: lhgoetz@healthy.uwaterloo.ca

Abstract: Quantitative information on health numeracy has attracted attention because of its potential to improve health care. This study was to (1) describe the health numeracy of a community-based senior population and (2) determine whether health numeracy was associated with health anxiety, functional health literacy (adults STOPHEAL), general context numeracy, and health literacy. Participants (n = 100) were recruited from a community-based senior population. Results showed that health numeracy was significantly associated with health anxiety, functional health literacy, and general context numeracy. Participants with adequate functional health literacy had adequate functional health literacy, poorer general context numeracy, and moderate math anxiety. Approximately 20% of the variation in health numeracy was explained by functional health literacy, general context numeracy, and math anxiety.

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Assessment Tests and Items

Final thoughts -

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