

Balancing nature, nurture, experience and training in learning to teach statistics in higher education

Helen MacGillivray*

Queensland University of Technology, Brisbane, Australia

h.macgillivray@qut.edu.au

Learning to teach statistics is a lifelong process and commitment. Data, concepts, contexts and problem-solving have been at the heart of statistics education reforms of more than the past two decades. So too should they be at the heart of learning to teach statistics, especially in higher education. The variation in tertiary teaching contexts and levels is as great and diverse as Statistics itself, the user disciplines, and the types of motivations and capabilities of billions of students. Data, in the broad sense of information, come from students, peers, tutors, mentors, client staff and literature. Data from students come in many forms as well as from many students both current and past; their questions, writings, comments, feedback and assessments are invaluable in lifelong learning to teach. This presentation combines information from students, junior and senior staff, and from a variety of mentoring and work-integrated programs to present an overview of, and recommendations for, an integrated approach to learning to teach statistics in higher education.

Key Words: Contexts, students, mentoring, work-integrated