

Statistical Curricula Development at the University of Hong Kong

Philip L.H. Yu*

The University of Hong Kong, Hong Kong, China plhyu@hku.hk

W.K. Li

The University of Hong Kong, Hong Kong, China hrntlwk@hku.hk

With the advances of computer technology and pressing challenges from analyzing big data in the past decade, the way of teaching and learning statistics has inevitably been transformed. Since 2012, the universities in Hong Kong started to admit students under the new “334” academic structure which requires students to receive 3 years of junior secondary education, 3 years of senior secondary education and 4 years of university education. In this talk, we will review the undergraduate curricula development in statistics education at the University of Hong Kong over the years. In particular, we will introduce several distinctive aspects of the development, including statistical thinking and reasoning, the need of massaging data, interdisciplinary inquiry, integrated curriculum, and the research-based teaching and learning.

Key Words: statistics education, curriculum development, integrated curriculum.