

**THE IMPACT OF HOMEWORK FEEDBACK ON STATISTICAL LITERACY IN
AUSTRIAN COMPUTER SCIENCE STUDENTS**

Thomas Forstner, Johannes Kepler University Linz, Austria
thomas.forstner@jku.at

This paper compares statistical literacy measured by a self-developed test between two types of feedback on homework assignments in a basic statistics course: (A) no immediate feedback from the lecturer and (B) immediate feedback from the lecturer. Group A consists of around 200 business computer science students and group B of around 200 computer science students. Each group was given a week to prepare a homework assignment (in total 10 assignments had to be prepared). The students of group A handed in the homework on paper and got back the corrected homework after a week. The students of group B presented the homework in class, so immediate feedback could be provided. At the end of the semester the statistical literacy of these two groups was compared.