

USING CONCEPT QUESTIONS TO TEACH STATISTICAL TERMS

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Statistics, like any academic discipline, comes with its own set of technical terms. A number of these terms, such as normal and significant, are polysemic resulting in learners of statistics assigning the inappropriate lay meanings rather than statistical word sense. This presentation shows how concept-check questions can be used to convey and check meaning in a concise and clear manner. The interactive nature of concept questions enables active learning and engages learners in critical semantic analysis. Given the centrality of the meaning of key statistical terminology, conveying the meanings without distortion to students is essential. The denotative and connotative meanings of a lexical set of statistical terminology will be used as a vehicle to demonstrate the effectiveness of this teaching technique.