

## ACHIEVEMENTS AND DIFFICULTIES IN LEARNING PROBABILITY

Melissa Denisse Castillo Medrano

Assessment and Measurement of Quality Student Learning Process Office (UMC) - Ministry of Education of Peru (MINEDU)

*The world in which we live show us a variety of acts characterized by the presence of the uncertainty. In this context, people deal with the big responsibility to take decisions every day. This poster presents the achievements and difficulties in learning Probability of Eighth – Grade students, based on the results of the test taken by the UMC - MINEDU. This test evaluated a sample of 27 230 Peruvian Eighth – Grade students. This test evaluated four areas: Quantity; Regularity, Equivalence and Change; Shape, Movement and Location, and Data management and Uncertainty. The analysis of this poster is focus on uncertainty.*

### WHY TO LEARN PROBABILITY?

In Peru, most of the teachers do not teach probability for different reasons. First, because of the time, teachers have a large list of content to teach during the school year, so they start with the topics that they consider important (which most of the time belong to the quantity area). Second, because teachers are not aware of the relevance of learning probability could have in the future. Pérez (2000) mentioned by Jimenez (2005) said that the probability has the quality to represent adequately the reality of many social and natural process, so the knowledge of probability allows understand and predict the world in which we live much better. As we can see, there is a need to teach and learn probability during the primary and secondary levels.

### How are Peruvian Eighth - Grade students in learning of probability?

The last year, the UMC evaluated 27 230 Peruvian Eighth – Grade students from 40 schools in 11 departments of Peru. These students belonged to private and public schools. The test was composed of multiple-choice questions. The indicators of the items of probability are the following:

- Solve situations referred to events.
- Solve problematic situations of a random event from a model refer to probability.
- Interpret the probability from relative frequencies in a random situation.

The attempt of the poster is to show the multiple choice questions, the distribution of the evaluated population, the analysis of the answers in terms of percentage, different hypothesis of possible thinking and reasoning of students during the solution of the problems, and finally, a list of suggestions for the teachers on how to teach probability in class.

### References

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*Last names of the authors in the order as on the paper*

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