

A CALCULATOR LIKE THE TI-85 CAN SPEED UP  
THE TEACHING OF STATISTICS SIGNIFICANTLY

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A three credit first course in statistics, particularly for non-mathematically oriented students, that meets 45 times in one semester is ostensibly too long at the beginning, but then too short when it approaches the final examination. Wonderful mathematical theory explaining the jargon and procedures of statistics used to corroborate the hypotheses a researcher has in mind keeps us away from counting the number of classes elapsed, and surprised us the reality that only a few more are left. All of sudden the remaining topics appear on the board impetuously.

We perceived advantages in utilising an advanced calculator such as the TI-85 for the past several semesters as an integral part of the flow of teaching statistics. It gives students sufficient time to read and understand a problem, select the appropriate procedure, obtain the result of the analysis immediately, write the interpretation and provide comments as necessary. Such a calculator is no longer for technical algorithm, only, but a means for the student to conceptually understand the subject.

We present the concepts of descriptive statistics, regression and correlation, the binomial distribution, confidence interval estimates of the population mean, proportion, and variance; hypotheses testing concerning the mean, proportion, and variance; the chi square test, and a one-way analysis of variance, in a very relaxed manner.