

ARE THE EXTREMES THE ONLY APPROACHES TO
STATISTICAL EDUCATION?

James Guffey, Truman State University, USA

As in any type of reform, extremes must be explored before the debate can settle into some sense of middle ground. While there appears to be broad agreement that our introductory statistics students should do more than imply substitute numbers into formulas, where do we go from here? Is it appropriate, even educationally sound, to have courses delivered with essentially no formulas? How might Bloom's taxonomy apply to discussions concerning these changes in statistical education? Where does the goal of lifelong learning belong? Is it even possible that a single course can balance the needs and pressures of being "terminal" and being "preparatory?" The primary purpose of this presentation is to consider these issues in order to foster real conversation about the role and future of the introductory statistics course. It will likely raise more questions than it answers.