

EVALUATIONS AND RECOMMENDATIONS FOR TEACHING R TO UNDERGRADUATE STATISTICS STUDENTS

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PURPOSE

Over the past decade, there has been an increasing demand for actuarial science and science graduates in general with computer-based skills. This has led to the need to change the way we teach science topics at the undergraduate level such that the students are equipped with the much-needed skills. This need to change the way we teach science topics has been further escalated by the actuarial science board of exams that now includes an R-component exam.

APPROACH

In this study, we give our evaluations and recommendations for teaching the R component for actuarial science and statistics topics based on our experience gained while teaching the third-year survival analysis course at the University of the Witwatersrand in South Africa. We analyzed our teaching and assessment methods, and we further analyzed the students' marks.

OUTCOMES

The study recommends a unified approach in the teaching and learning of the R component to actuarial science students. The unified approach will help in making sure that the graduates are equipped with the necessary skills. Furthermore, all stakeholders will be able to know and assess the quality of skills gained by the graduates in the teaching and learning process.

IMPLICATIONS FOR THEORY AND PRACTICE

A unified approach to the teaching of the R component will ensure tangible outcomes that will make it easy to assess the quality of skills in R an actuarial science graduate will have at the end of their degree.

ORIGINALITY AND VALUE (OR IMPORTANCE)

The study proposes that a task force for the R curriculum in the school of statistics and actuarial science be formed to create a curriculum that will produce graduates with the desired skills.