STUDENTS’ READING ABILITIES IN RELATION TO LEARNING STATISTICS

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The authors of the present work have found a number of difficulties in the students when reading the handbooks and written materials that are frequently used to learn statistics. In our opinion, this is due to three main reasons: the first is our students’ perception that reading is foreign to their degree aims, the second refers to the poor reading habits that our current audiovisual culture demands, while the third is the common formal logic nature of teaching materials.

It is our intent to help students improve their weak reading abilities by means of texts that are graduated in difficulty. In this way, they could confront relatively new situations which enable them to enhance the skills required to understand the reading materials provided. Students’ answers must include argumentations to justify their decisions. Some examples of classroom techniques will be shown in our presentation.