TEACHING STATISTICS TO PEDAGOGY STUDENTS

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It is common sense to assume that faculty students from others different areas of knowledge, beyond exact sciences and engineering, have difficulty in working with and understanding statistics and mathematics as a science and not just as tools. This vision is important to apply in a precise and consistent way to statistics and mathematics in your future areas. A good part of this difficulty is due to a lack of collaboration with mathematical science that causes a discomforting feeling when thinking mathematics is just numbers, equations and formulas.

In this poster we will present reports of responses to some questions given to two groups of academics in the Faculty of Pedagogy in 2004 and 2005. The main responses to the question "What is Statistics?" were: "…something very difficult”; “… mathematics”; "…formulas and calculations”; "…numbers”. In the poster we also suggest that the construction of statistical knowledge should be based on approaching it from pertinent statistical examples in the area of pedagogy and in understanding its developments on the part of the academics.