Comparing students and teachers statistical knowledge in Botswana and South Africa: some preliminary results.

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Abstract: The development of instruments used to compare students¹ and teachers knowledge in South Africa and Botswana countries is examined. The hypothesis is that there are differences in the performance of statistics items within students as well as within teachers given that one country has a higher allocation of resources for education and higher level of teacher preparation in statistics. A total of 140 sixth grade teachers were surveyed from randomly selected schools in border providences of both countries. Data has been collected and analysis of the items is in progress.

Professor Sorto received her Ph. D. from Michigan State University in 2004. Her research focuses on the preparation of teachers in the area of Statistics and Latin-American multivariate studies of mathematics achievement at large scale. In particular, she is interested in developing instruments to measure content knowledge for teaching and analyzing its effect on student achievement.