ABSTRACT

In the last three decades, there has been a significant growth in the number of undergraduate students taking introductory statistics. As a result, there is a need by universities and community colleges to find well-qualified instructors and graduate teaching assistants to teach the growing number of statistics courses. Unfortunately, research has shown that even teachers of introductory statistics struggle with concepts they are employed to teach. The data presented in this research sheds light on the statistical knowledge of graduate teaching assistants (GTAs) and community college instructors (CCIs) in the realm of probability by analyzing their work on surveys and task-based interviews on the p-value. This research could be useful for informing professional development programs to better support present and future teachers of statistics.