ATTITUDES TOWARD STATISTICS AS MODERATOR VARIABLES IN THE EVALUATION OF ACTIVATING METHODS IN LECTURES ON STATISTICS

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Many studies report heterogeneous attitudes toward statistics among bachelor students of different subjects with a tendency to negative attitudes toward statistics. The format of a lecture cannot adequately counteract this heterogeneity. Recent studies offer some suggestions how to actively integrate students in lectures. Particularly in the field of mobile learning, instruments are provided that are suitable for involving high amounts of students. Although evaluations show positive first results about these instruments it is not clear whether these instruments are particularly suitable for students with negative domain-specific attitudes. For the study presented here, n=315 students were asked to evaluate a unit with a smartphone-based clicker system. As a comparison, the technology-free Think-Pair-Share method was examined. The results focus on the moderating effect of attitudes toward statistics.