

I hate statistics evaluation summary

Context and Intervention

IT tool *I Hate Statistics* (IHS) was used in *Empirical Research Methods*, a Bachelor-level course at the Faculty of Humanities in block 3 of 2016-2017. The application allowed students to take the knowledge and skills they learned in statistics classes and practice them online.

(presumptive) Mechanism

IHS was expected to provide students additional opportunities to actively engage with the course materials and practice their skills. It was also supposed to allow teachers to track how well students did on their exercises, revealing which elements of the course needed more explanation.

Results

A student survey (N=76) and a series of teacher interviews (N=3) showed a generally positive response to IHS. 71% of students would recommend the application to their peers. They found the application both useful and user-friendly. They also felt that it encouraged them to actively engage with the subject matter and that the explanations provided were clear and helpful. The teachers felt like IHS achieved its goal of getting students to practice and to engage with the subject matter actively. The teachers would also use the application again, given the opportunity.

Standout results

- Students felt like their work on IHS did not result in getting more feedback on their progress.
- Students who would not recommend IHS indicate that this is mostly because the application doesn't tie into the lectures and seminars (enough).

Important footnotes

- These results are all self-reported, so we can make no conclusive statements on whether IHS actually helped students understand statistics better.
- Students and teachers listed multiple aspects of IHS that could be improved and that may have impacted the application's usability.

Tweet (280 character limit): I Hate Statistics helps Bachelor students at Humanities practice their statistical skills with clear explanations and challenging exercises.

The course evaluation follows.