

APPLYING TEACHING FOR UNDERSTANDING IN STATISTICS

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Positioned in the Theory of Teaching for Understanding developed by Gardner (1993) we believe that his ideas can be applied to develop Statistics in all educational levels.

Wiske (1998) suggests the main points to take into account when applying the flexible knowledge: generating themes, comprehensive goals, applications in contexts and ongoing assessment. Now we explain these ideas:

- *The generating theme*: it depends on the previous knowledge of Statistics. Once developed the main ideas, we suggest problematic situations that the students must solve in groups with the support of the computational tool.
- *Comprehensive Goals*: Statistics is taught from the primary school curriculum, in a spiral pattern. It will be deepening and expanding the content to teach.
- *Applications in context*: it is important to work with problematic situations of real life. As teachers we must establish activities where students gather information, tabulate, do accurately charts, analyze them and depending on the level of knowledge, applied techniques of Descriptive or Inferential Statistics. *Work with information* that comes from both primary and secondary source encourages students to allow them to be involved in research developing with a critical spirit, which will enable them to be able to resolve situations not only in the field of Statistics, but also in the whole area of life.
- *Ongoing Assessment*: is achieved by showing that the Statistical thinking leaves the field deterministic for transferring to Probability. The omnipresence of the variability gives rise to an error that is analyzed from this new thinking. Valuing this variability and the error that is generated in order to be able to make generalizations is a task that the teacher must take into account.

We believe that the theory of Teaching for understanding developed by Gardner at Harvard University is an incentive in our own teaching practice to achieve a better understanding that results in a significant learning of the students of Statistics at any stage of the school curriculum or university.

REFERENCES.

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.

Wiske, M. S. (1998). *Enseñar para el entendimiento*. San Francisco: CA.