**PREFACE**

**Why we created this curriculum**

The motivation behind creating this curriculum was to update a “traditional” introductory statistics course with a course that teaches both simulation-based methods and traditional methods. This update included replacing the course’s textbook with the Lock, et al. textbook.

Similar to the goal of the Lock, et al. textbook, the primary goal of this curriculum is to help students understand the foundational ideas of statistical inference.

**Organization of the Materials**

The materials for this curriculum are broken out into two different folders.

One folder, titled *Student Activities*, contains all of the student activities that are used in the classroom. The activity sequence follows, for the most part, the topic sequence of the Lock, et al. textbook.

The other folder, titled *Instructor Files*, contains materials for the instructor. In this folder, you will find an example semester calendar, datasets used in the activities, and teacher instructions for a few of the activities.

Feel free to use any or all of the activities within your classroom. If you have questions about the activities or materials, feel free to contact us.

**Contact Information**

Laura Le, University of Minnesota

[free0312@umn.edu](mailto:free0312@umn.edu)

Laura Ziegler, Iowa State University

[lziegler@iastate.edu](mailto:lziegler@iastate.edu)

**Biography**

Laura Le and Laura Ziegler were students in the Statistics Education graduate program at the University of Minnesota. Laura Ziegler received her Ph.D. degree in 2014 and Laura Le is expected to receive her Ph.D. in 2015.

Laura Le is an instructor in the Biostatistics department at the University of Minnesota. Laura Ziegler is a lecturer in the Statistics department at Iowa State University.

Both Laura’s are passionate about researching how students learn statistics in order to improve the teaching of statistics.

**Acknowledgements**

Thank you to our mentors on this project: Joan Garfield and Michelle Everson. Your guidance and support were instrumental in envisioning and developing these activities.

Thank you to those who have mentored us in creating new curriculums: Andy Zieffler and Bob delMas.

We greatly appreciate the statistics education community who have encouraged collaboration and innovative thinking. In particular, thank you to the Lock family for the inspiration to create a curriculum for introductory statistics courses that includes simulation methods and parametric methods. Also, thank you to Allan Rossman and Beth Chance creating activities that we used as a starting point for some of the activities.

Lastly, we would like to thank our families and babies Evan and Sean for the motivation to finish before they were born!