

Creating a Culturally Relevant Statistics Assignment on z-scores

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Culturally relevant teaching or pedagogy has become increasingly popular both in practice and in research, but there are still few curricular resources for instructors to use, particularly for a college-level mathematics course. Departing from the question “relevant to whom,” this article illustrates how to design a statistics assignment on z-scores that is culturally relevant to students based on their prior experiences. Ultimately, the author shares design principles—which includes the importance of considering student trauma—that can be transferable to any statistics or quantitative analysis/reasoning class.

Keywords: culturally relevant teaching, z-scores, statistics, quantitative analysis



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