

A Global Learning Infusion for Introduction to Statistics

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Abstract

Although it is clear that we should be incorporating global learning in our courses and programs in higher education, there is no obvious formula for creating high-quality assessments that integrate globalization with content. Unfortunately, globalization is often “tacked on” to an existing course rather than embedded in the learning process where it becomes *how* students learn rather than simply *what* they learn. To overcome this challenge, we initiated the Global Project in an Introduction to Statistics with the use of an international database and active learning strategies.



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