

Peer Mentoring to Promote Best Practices for Teaching Statistics
Dianna J. Spence
Gregg Velatini
North Georgia College and State University

Educators and researchers have begun to advocate for two practices as cornerstones of effective statistics pedagogy. These practices are 1) the use of simulations to foster conceptual understanding of statistical concepts; and 2) the use of authentic projects to develop comprehension of statistical applications. Novice instructors may find it overwhelming to attempt such teaching practices while simultaneously working out the details of the course content for the first time. However, more seasoned instructors may also be reluctant to adopt these practices, particularly if they have not learned or experienced statistics themselves through these techniques. We first describe essential features of these two teaching practices. We then describe an arrangement by which two instructors experienced with these techniques provided mentoring to three novice instructors and two more seasoned instructors. Mentoring activities included classroom observations; sharing course materials, schedules, and assignments; and discussions about course curriculum, pedagogy, and teaching practices. Finally, we describe instructors' responses to the mentoring experience, including their preferred teaching practices after mentoring was completed.