

Statistical class using software (SAS) with Web pages

**----- My educational experiences
at MNC (Media Network Center), Waseda University -----**

**Atsuhiko Hayashi (e-mail : hayashi@rd.dnc.ac.jp)
National Center for University Entrance Examinations, Japan**

1) Overview

once a week, 90 minutes, About 30 times a year
(Summer, winter and spring vacation)

Students :

number of students : about 40-60
from all faculty and grade
their focusing theme : wide range from engineering to psychology or economics

Lecture topic :

SAS commands
Statistical methods : from basic statistics to multivariable analysis

The opening (first) class:

I introduce to the contents of my class through one year
I ask them about their requests in statistics or class

I order students to collect themselves "data" that each student is interesting in.
I opened and am opening this class from 1996 till now.

2) Contents of my class

Theoretical side : Mathematical models and concepts of statistical methods
Program side : SAS environment (commands) and program
Statistical interpretation side : Analysis result of SAS outputs

The exercises in every week and report makings in every term are put to the students treating themselves collected data.

Resumes in each lecture : Distributed by Web pages

Anybody, Anywhere, Anytime : student driven
<http://peter.rd.dnc.ac.jp/~ice/kougi/> : see Appendix

3) Exercise

The necessary for well understandings

Small exercise : every week

Homework : review of the latest class

Report makings : every term (three times)

applying to themselves data using lectured statistical methods

Presentation : Students find themselves weaknesses or misunderstandings

Students can know others' analysis experiences

I discuss with and advise some comments to presenters

The final report : applying to themselves data using all methods

4) A student's comment about my class

Exercises and report makings are well useful for understandings.

Web page are also useful and convenient.

Moderate tension of class causes pleasant feelings : speed, topic, data...

5) Important things for statistical class

Developing of computers : Become to a black box about statistics ???

Lack of statistical understanding ???

We must put to the student

friendly/suitable examples or data : each student has each interest

minimum mathematical formula : understandings about model or concept

Support after closing class : like an after-sale-service of electric products

When graduated students face the actual problems

differences between the student age and working age

I tell my contact addresses/methods with e-mail

Keep to open each Web pages : Anybody, Anywhere, Anytime, 1996 to 2002

Appendix

A1) A copy of my Web page (in Japanese) : Original

A2) A copy of my Web page (in English) : Translated

This appendix was created using a machine translation program with little revisions. I apologize that I could not prepare the complete translated version.