

5/4/2001 **C1** Develop Textbook

Statistical Literacy **Augsburg Goal**

---

**To generate  
Statistical Literacy  
Teaching Materials  
that are Useful and Usable**

Augsburg Proposal

5/4/2001 **C4** Develop Textbook

Statistical Literacy **Books Related to Statistical Literacy**

---

Critical Thinking Applied Statistics Epidemiology

5/4/2001 **C2** Develop Textbook

Statistical Literacy **Develop Textbook for Statistical Literacy**

---

**Incorporate feedback on ...**

- **TOPICS** from advisors
- **USABILITY** from teachers
- **USEFULNESS** from students

**Include examples of real data that**

- **support arguments for observational causality**
- **involve current social and political disputes.**

5/4/2001 **C5** Develop Textbook

Statistical Literacy **Topics Unique to Statistical Literacy #1**

---

- 1. Reading tables and graphs:**  
Describing rates and percentages  
Comparing rates and percentages  
Making ratio comparisons using “likely”
- 2. Using inappropriate ratios:**  
Inadvertently reversing whole and part  
Using less relevant whole  
Medical tests  
Prediction vs. explanation.

5/4/2001 **C3** Develop Textbook

Statistical Literacy **Books Requiring Statistical Literacy**

---

5/4/2001 **C6** Develop Textbook

Statistical Literacy **Likely Comparisons**

---

Men are twice as likely to smoke as women  
Men are twice as likely to smoke as drink

**Unpacked:**  
Men are twice as likely to smoke as women **are**  
Men are twice as likely to smoke as **to** drink

**Moral:** Small changes in syntax can cause big differences in semantics

5/4/2001 **C7** Statistical Literacy **MISSING WHOLE: TESTS** Develop Textbook

**1 chance in a million of error → → GUILTY**

		GUILTY		
		No	Yes	Total
Positive		9	1	10
Negative		8,999,991		8,999,991
Total		9 Million	1	9,000,001

**1 chance in 10 of Guilty → → Not GUILTY**

5/4/2001 **C10** Statistical Literacy **Topics Unique to Statistical Literacy #3** Develop Textbook

**5. Reading and interpreting graphs**  
 Cross-sectional vs. longitudinal  
 Advantages/disadvantages of each  
 Support for causation

**6. Forming Useful Comparisons**  
 Comparison > single count  
 Ratio comparison > Count Comparison  
 Relevant ratio comparison trumps all.

5/4/2001 **C8** Statistical Literacy **PREDICTION VERSUS EXPLANATION** Develop Textbook

**Explanation**

- 90% of heroin users first used marijuana
- 99% of heroin users first used milk

**Prediction**

- 5% of milk drinkers ever use heroin
- 20% of marijuana users ever use heroin

Students need to know the difference

5/4/2001 **C11** Statistical Literacy **Important Topics in Statistical Literacy** Develop Textbook

Attributable to; attributed to:  
 Percentage in excess of base rate. Used in estimating deaths from probabilistic causes.

Epidemiological Threshold: If the relative risk is more than 2, then an association is more likely to be real than spurious.

Ecological Correlation: Relation between properties of groups mirrors relation between same properties of individuals in those groups.

5/4/2001 **C9** Statistical Literacy **Topics Unique to Statistical Literacy #2** Develop Textbook

**3. Dealing with confounding:**  
 Know and use Cornfield's Conditions:  
 the necessary conditions for a Simpson's Paradox reversal of an association

**4. Distinguishing association and causation:**  
 followed by, explained by  
 led to, contributed to,  
 attributed to, attributable to

5/4/2001 **C12** Statistical Literacy **Statistical Causality** Develop Textbook

“Each year up to 21,000 kids develop asthma *from* second hand smoke”