

D1

Observational Causality Project Summary

**Together
we
can make
a difference**

D2

Observational Causality Project Summary

**Project Strengths
Conceptual and External**

- Fundamentality: association and causation
- Foresight: Curricular innovation in content
- Focus: Teaching teachers how to teach better

- Strength: Solid partners at Harvard and UCLA
- Support: from decision-making disciplines: Business, Epidemiology, Political Science, Journalism and policy-related researchers
- Timing: Parallels with Quantitative Literacy

D3

Observational Causality Project Summary

**Project Strengths
Internal**

- Good organizational/mission fit: interdisciplinary
- College commitment already in place (12 FTE/yr)
- Strong departmental support: Communications, Business, Philosophy, Physics and Journalism
- Project manager has entrepreneurial experience
- Project manager has leadership experience
- Statistical Literacy text usable by good students

D4

Observational Causality Project Summary

Project Challenges

Size of the task

- So many teachers: 5,000
- So much inertia: 100 years of history

Lack of support for

- curricular innovation involving curricular change
- talking more about causation, less about inference

Lack of support among

- Traditional mathematicians and statisticians
- Statistics teachers in research disciplines

D5

Observational Causality Project Summary

**The stakes justify
our investment**

Every year:

- >500,000 college students study statistics
- >\$500 million spent on statistical education

Spending \$500,000 to get better value from this \$500 million spent yearly is a critical investment in our future

D6

Observational Causality Project Summary

**Together,
we can make a difference**

We understand the problem.
We have the vision and a workable plan.
We have the authors with new ideas
We have the team to test their materials.
We will assess the results
We can teach teachers how to teach
Working together, we can make a difference