Math: Teaching Corequisite Statistics

Questions that Rachel was unable to answer live due to time:

1. Will AI affect student projects?
   1. I am just starting to investigate this as I noticed my first instance of AI plagiarism in the projects.  I don't have all of the answers yet, but I am brainstorming options to ensure authenticity in student work. In my experience, when students cheat/plagiarize, it is due to a lack of time to complete the assignment or a lack of knowledge/ability to do the assignment. This tends to be why students reach for things like AI to help them complete an assignment. So, one thing I'm considering is dedicating class time for students to work in groups on their first draft for the projects. Each student has a unique sample, so everyone's work is a little different, but they are all working on the same prompt. My hope is that once students spend the time working on a first draft in class and build up their confidence in their own ability to complete the assignment after having worked out gaps in their knowledge with classmates, they will submit a final draft that is authentically theirs.
2. Do you still teach formulas for things like confidence internals?
   1. I do teach formulas. In class, we look at formulas, talk about the various symbols and what they mean, and occasionally calculate things using a calculator (such as the standard error and the relationship with the MOE).  My goal for students is for them to know there is a formula, know when they need to use it, and then use technology to do the heavy lifting of calculations so they can focus on interpreting the results in context. I spend less time focusing on the "how" in terms of calculations, but instead focus on the "when" and "why" we use certain formulas and how to interpret the results.