JSM 2022 Birds of a Feather Discussions

We have an exciting slate of Birds of a Feather discussions taking place in Washington, DC during JSM 2022 and online the week after the conference. Full session descriptions are below. If you’re interested in attending any of the discussions, please register at the link below:

Registration Link (https://forms.gle/MHdSzuo9Vj2Mepst9)

AT A GLANCE

In-Person Birds of a Feather Sessions (August 8-10)

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<tr>
<th>Time (Eastern)</th>
<th>Monday (8/8)</th>
<th>Tuesday (8/9)</th>
<th>Wednesday (8/10)</th>
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<tr>
<td>12:30-1:30 pm</td>
<td>● Community-Engaged Teaching in Statistics and Data Science</td>
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<td>● Navigating Issues of Power in Group Work</td>
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<td>5:00-6:00 pm</td>
<td>● LGBTQ+ Happy Hour Meetup</td>
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Virtual Birds of a Feather Sessions (August 15-19)

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<th>Time (Eastern)</th>
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DETAILED SCHEDULE:
In Person Birds of a Feather Discussions
(August 8-10, 2022 in Washington, DC)

Monday, August 8

12:30-1:30 pm Eastern
**Community-Engaged Teaching in Statistics and Data Science**  
Discussion Leader: Gretchen Martinet

Abstract: This session will discuss incorporating the broader community into statistics and data science courses. We can cover how-to ideas and best practices/lessons learned, so anyone who either has or is interested in community-engaged teaching might be interested in attending.

12:30-1:30 pm Eastern
**Lessons Learned from Teaching Data Science**  
Discussion Leader: April Kerby-Helm

Abstract: Do you have experience teaching data science? Come share your experiences with others who have taught a data science course to hear about topics taught in the course, software choices, teaching approaches, resources, tips and tricks, and other lessons learned along the way. We hope everyone will come away with a few new ideas or things to try.

4:00-5:00 pm Eastern
**Updates to the Rossman/Chance Applet Collection**  
Discussion Leader: Beth Chance

Abstract: If you are a user of the freely-available Rossman/Chance applets for intro or intermediate statistics or are thinking of becoming one, we will discuss some recent updates and resources and solicit input on future changes.

4:30-5:30 pm Eastern
**Working Towards Diversity and Inclusion**  
Discussion Leaders: Eunice Kim and Katherine Wellington

Abstract: Disrupting discrimination can be lonely work. Sometimes you might be the only person speaking up or pushing back. This BoF session will connect you with others working to dismantle discrimination. We can use our statistics training to lead a diversity and inclusion-oriented conversation. To the extent that you are comfortable, bring your experiences so that we can hear success stories, lessons learned, and ideas for future work. Participants will help one another identify problem areas at their workplace, brainstorm concrete actions to address those problems, and create a time-frame for those actions. After this lunch's conclusion, we encourage participants to stay connected to provide ongoing support and accountability.
**5:00-6:00 pm Eastern**

**LGBTQ+ Happy Hour Meetup**

**Discussion Leaders: Allison Theobold and Yue Jiang**

Abstract: Join us for an LGBTQ+ and allies happy hour! This BOF is an opportunity for queer statisticians and allies to meet each other! We hope to make a space for LGBTQIQ+ statisticians across academia, industry, government or any other field to come together to expand their network, make contacts, and make new friends!

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**Tuesday, August 9**

**12:30-1:30 pm Eastern**

**Navigating Issues of Power in Group Work**

**Discussion Leader: Allison Theobold**

Abstract: Many instructors use group work in their statistics courses, as peer-to-peer interactions helps deepen student's conceptual understanding. However, the goals of equitable cooperative learning are difficult to accomplish even in small groups, in part because students construct inequitable relations of authority among themselves. The goal of this BoF is to share experiences (1) setting the stage for equitable discursive spaces and (2) navigating issues of inequitable discourse in group work. With a growing body of research on how group work falls prey to issues of status, this BoF hopes to leave educators with pedagogical tools that can help them set the stage for more equitable classroom discourse. Questions might include "What are methods for establishing conversational norms in the classroom?" "How does emphasizing growth mindset and / or "rough draft thinking" decrease societal expectations for student's behavior?" This BoF is designed to gather instructors who are interested in creating equitable discursive spaces in their classroom.

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**4:00-5:00 pm Eastern**

**Data Analytics Is the Future. How Should We Teach it?**

**Discussion Leader: Brian W Sloboda**

Abstract: In the past several decades, the world has rapidly changed due to the emergence of innovational technologies and the abundance of data giving rise to data analytics. Consequently, these changes illustrate the importance of how data analytics relates to the sciences, social sciences, and business administration. As a result, this increased demand has prompted many universities to incorporate data analytics into their curriculums. Consequently, faculty face several challenges when teaching data analytics, and often struggle with how to fit this topic into their jam-packed courses. Faculty may also struggle to allocate time to learn and to keep up with the software used in data analytics. This roundtable delves into the following themes: 1. What should be the learning objectives, curriculum design, technology infrastructure, and classroom experience for these data analytics courses? 2. What are the differences in the data analytics curriculum between small liberal arts colleges versus larger schools? 3. Should students have mastery of coding before entering data analytics programs because such mastery would provide a foundation for a better understanding of how everything works.
4:00-5:00 pm Eastern

**Job Hunting with a Disability or Impairment, for a Position in a Statistics-Related Field**

**Discussion Leaders:** Anja Zgodic and Shu-Min Liao

**Abstract:** Disabilities and impairments can be visible (for example, some require the use of a wheelchair) and other disabilities/impairments can be invisible (for example, dyslexia, depression, anxiety). We can facilitate a conversation around ways to proceed when searching for a job while having a disability/impairment, tips, and sharing experiences. There are also special hiring authorities (Title A) and initiatives (specific to companies) that we could discuss. In addition, we would like to touch on the learning and teaching of statistics while on the job, specifically for individuals experiencing disability or impairment. While the job search itself can be challenging, so can learning the ropes of a new statistics position. Therefore, this BoF session would also cover learning under the circumstances of disability/impairment in a statistics position, and also teaching under the circumstances of disability/impairment to a new colleague in a statistics position.

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**Wednesday, August 10**

12:30-1:30 pm Eastern

**Teaching Confounder-Based Statistical Literacy**

**Discussion Leader:** Milo Schield

**Abstract:** Social statistics are everywhere in the daily media. But these statistics are generally based on observational studies. They are more likely to be influenced by confounding and how they are defined, summarized and presented than by small-sample randomness. The Math 1300 Statistical Literacy (S/L) course offered at the Univ of New Mexico has less than a 30% overlap with a traditional intro statistical-inference (S/I) course. See how the choice of a denominator can change the direction of an association involving ratios. See how controlling for a measured confounder can convert statistical significance into insignificance (and vice versa). See how students work multivariate problems without needing computer software. Let's talk about these differences and how to teach these new topics in a separate statistical literacy course or as part of a traditional introductory S/I course. If you want to introduce your students to statistics that are more relevant today with big data, checkout this session.

12:30-1:30 pm Eastern

**Updating Statistics Education**

**Discussion Leader:** Monnie McGee

**Abstract:** The statistics curriculum for introductory statistics has not changed in several decades, even though modes of delivery have changed. This discussion will be about implementing new findings from the literature into an introductory statistics course or a general undergraduate curriculum. In particular, what is the best way to discuss different ways of accessing statistical significance (a la 2019 American Statistician issue on "Moving Beyond p < 0.05") and other important discoveries. Interested parties would be instructors and professors in undergraduate institutions.
Virtual Birds of a Feather Discussions  
(August 15-19, 2022)

Monday, August 15

12:00-1:00 pm Eastern  
**Math and Statistics Anxiety and Its impact on Teaching and Learning**  
Discussion Leader: Hadas Moshonov-Cohavi  
*Zoom link coming*

Abstract: In this session we will explore some of the recent research on math and statistics anxiety and discuss the ways it impacts our students' learning. The goal is to come up with a few strategies that we can apply in our classes to ease and accommodate math and statistics anxiety.

1:30-2:30 pm Eastern  
**Mastery Exercises, Lightly Graded Exercises, and Even Ungrading in an Introductory Statistics Class**  
Discussion Leader: Ed Gracely  
*Zoom link coming*

Abstract: Mastery grading allows students to repeat an exercise after reviewing comments on their answers or seeing which questions they got wrong. The goal is learning rather than assessment. Interesting variants exist -- for example, I want to start doing some in which *only* comments are provided in the initial attempts -- no "grade"; all students are expected to repeat until each part of the exercise receives an "acceptable" response from faculty or TA. The only "grade" will be "100%" for the exercise set with all acceptable or "0%" for failing to meet that standard. The goal is for everyone to reach 100%. Some experts are pushing ungrading in a deeper way that I doubt I will adopt but we can also discuss. For example, I know a professor who gives everyone an A. It's up to them what they learn. Others let students assign themselves a grade or do so holistically at the end. And so on -- in any case the emphasis is on learning the ideas and skills, not worrying about a letter. Almost any teacher can use some of these methods. My examples will be from introductory statistics classes in the health sciences with students mostly not training to be statisticians.

Tuesday, August 16

12:00-1:00 pm Eastern  
**They Told Me to Teach Data Science! What Should I Teach?**  
Discussion Leaders: Michael Posner and April Kerby-Helm  
*Zoom link coming*

Abstract: What is covered in a data science course? Sorry, we won't be able to answer this unanswerable question due to the variety of courses that are put under this popular topic area.
But we would like to bring together faculty who have recently taught or will soon be requested (or forced) to teach a data science course. We expect to discuss topics covered in an introductory, college-level data science course.

12:00-1:00 pm Eastern
**Working Towards Diversity and Inclusion**
Discussion Leaders: Katherine Wellington and Christina Knudson
*Zoom link coming*

Abstract: Disrupting discrimination can be lonely work. Sometimes you might be the only person speaking up or pushing back. This BoF session will connect you with others working to dismantle discrimination. We can use our statistics training to lead a diversity and inclusion oriented conversation. To the extent that you are comfortable, bring your experiences so that we can hear success stories, lessons learned, and ideas for future work. Participants will help one another identify problem areas at their workplace, brainstorm concrete actions to address those problems, and create a time-frame for those actions. After this lunch’s conclusion, we encourage participants to stay connected to provide ongoing support and accountability.

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**Wednesday, August 17**

1:30-2:30 pm Eastern
**In a Statistics-Related Position in Industry/Academia/Government, What Mechanisms are Available to Disclose Disability/Impairment, and What Reasonable Accommodations Exist?**
Discussion Leaders: Chuck Coleman and Mark Otto
*Zoom link coming*
Abstract: What do to when you have a job and a disability. What mechanisms are available to disclose disability, and what reasonable accommodations exist? Considerations around disclosure (only to HR, or team, colleagues, managers, etc.), and how accommodations can vary based on need could be discussion points. Also, within a statistics-related role, continuous learning is requirement. What accommodations exist to facilitate learning for those with disabilities/impairments? In academic settings, students have access to accommodations to facilitate learning, but what are parallel resources for individuals working in a job? This session might be of interest to anyone who experiences any sort of impairment or challenge in functioning and who holds a position.

Thursday, August 18

12:00-1:00 pm Eastern
**Integrating Inclusive Pedagogy into Statistics and Data Science Education**
Discussion Leaders: Shu-Min Liao & Mine Dogucu

Abstract: Statistics and Data Science (SDS) education should be accessible and inclusive to all students, regardless of their identities and backgrounds. This session is for Statistics and Data Science (SDS) educators who want to explore and integrate more inclusive pedagogical approaches into the classroom. SDS educators who are interested in inclusive pedagogy are welcome to join virtually. We will learn from each other by sharing our own approaches to inclusive teaching and resources that we found helpful.

Friday, August 19

12:00-1:00 pm Eastern
**Data Analytics Is the Future. How Should We Teach it?**
Discussion Leader: Brian W Sloboda

Abstract: In the past several decades, the world has rapidly changed due to the emergence of innovational technologies and the abundance of data giving rise to data analytics. Consequently, these changes illustrate the importance of how data analytics relates to the sciences, social sciences, and business administration. As a result, this increased demand has prompted many universities to incorporate data analytics into their curriculums. Consequently, faculty face several challenges when teaching data analytics, and often struggle with how to fit this topic into their jam-packed courses. Faculty may also struggle to allocate time to learn and to keep up with the software used in data analytics. This roundtable delves into the following themes: 1. What should be the learning objectives, curriculum design, technology infrastructure, and classroom experience for these data analytics courses? 2. What are the differences in the data analytics curriculum between small liberal arts colleges versus larger schools? 3. Should students have mastery of coding before entering data analytics programs because such mastery would provide a foundation for a better understanding of how everything works.