ANALYSIS OF THE MOST FREQUENT ERRORS IN PRACTICAL WORKS ON TABLES AND GRAPHS IN BIOSTATISTICS

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As the National University of Rosario, implements changes that reach all educational areas, the Chair of Biostatistics of the Faculty of Veterinary Sciences adopts the use of ICT integrating them in its three levels, that is, learning ABOUT, THE and WITH activities. Therefore, the mistakes made by students on the Systematization of information are studied and the results are presented.

The accelerated development of the information society is posing challenges, unthinkable a few years ago, for education and learning. Perhaps the most relevant thing is that we find a new generation of students who have not had to access new technologies, but have been born with them and who face knowledge from different positions than those of the past.

This work was carried out in Biostatistics at the Faculty of Veterinary Sciences of the National University of Rosario during the year 2019. In the module Systematization of information: tabular and graphical presentation, the chair raises specific objectives that cover all the competences that allow the student to know, understand and use the basic statistical techniques for the application, presentation and analysis of data and properly manage the technical language so that it allows you to perform interdisciplinary work; In addition to assuming a critical attitude towards the application of statistical techniques. Of a total of 179 students enrolled, 60 practical works were loaded on the Virtual Campus. For the quantitative evaluation of the tables, the following variables were taken into account: interpretation of slogans, design of the table using Excel and Word, title and heading writing, placement of preliminary and matching notes, writing or omission of source, interpretation of source the table through a final report. Regarding the graphics, the variables that were considered for the evaluation were: interpretation of slogans, graphic design using Excel, title writing, writing or omission of the source, labeling of axes and location of the scales, references, interpretation of the graphics through the final report.

ERRORS ON TABLES	(%)
Interpretation of slogans	54
Table design using Excel and Word	49
Title and heading writing	12
Placement of preliminary and fit notes	15
Source writing or omission	9
Interpretation of the table through a final report	57

Table 1: Errors in the construction of tables (%)

ERRORS ON GRAPHICS	(%)
Interpretation of slogans	11
Graphic design using Excel	52
Title writing	15
Source writing or omission	28
Labeling of axes and location of the scales	59
References	10
Interpretation of the graphics through the final report	59

Table 2: Errors in the construction of graphics (%)

From the results obtained by applying this new pedagogical strategy, and comparing these results with previous years where the use of the Campus had not yet been introduced, it is concluded that the application of this new methodology helps students solve practical work by reducing the made mistakes.

This work is the basis for teachers from their own practice to investigate the mistakes made by students in other teaching units in order to reduce their presence. In this way we try to encourage creativity and promote the methodological innovation of teachers, favoring significant learning.

References

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