How well do students estimate their exam scores?

When students estimate their exam scores, do they tend to over- or underestimate? To what extent is the estimation bias related to the class year and sex of the students, or to the students’ actual exam scores? Does the estimation bias change over a sequence of exams? Do trends persist from class to class?

What can and can’t you learn from ‘error bars’?

Why do people use error bars? What are the more common types of error bars, and how are they constructed? What can legitimately be learned from error bars, and what are some of the common misuses and misinterpretations? Why don’t statisticians ever use the term “error bars”?

Monday, February 11, 2013
4:10 pm
Science 319

Refreshments at 3:55 p.m.
in Science 320