



Loose Change and the Central Limit Theorem

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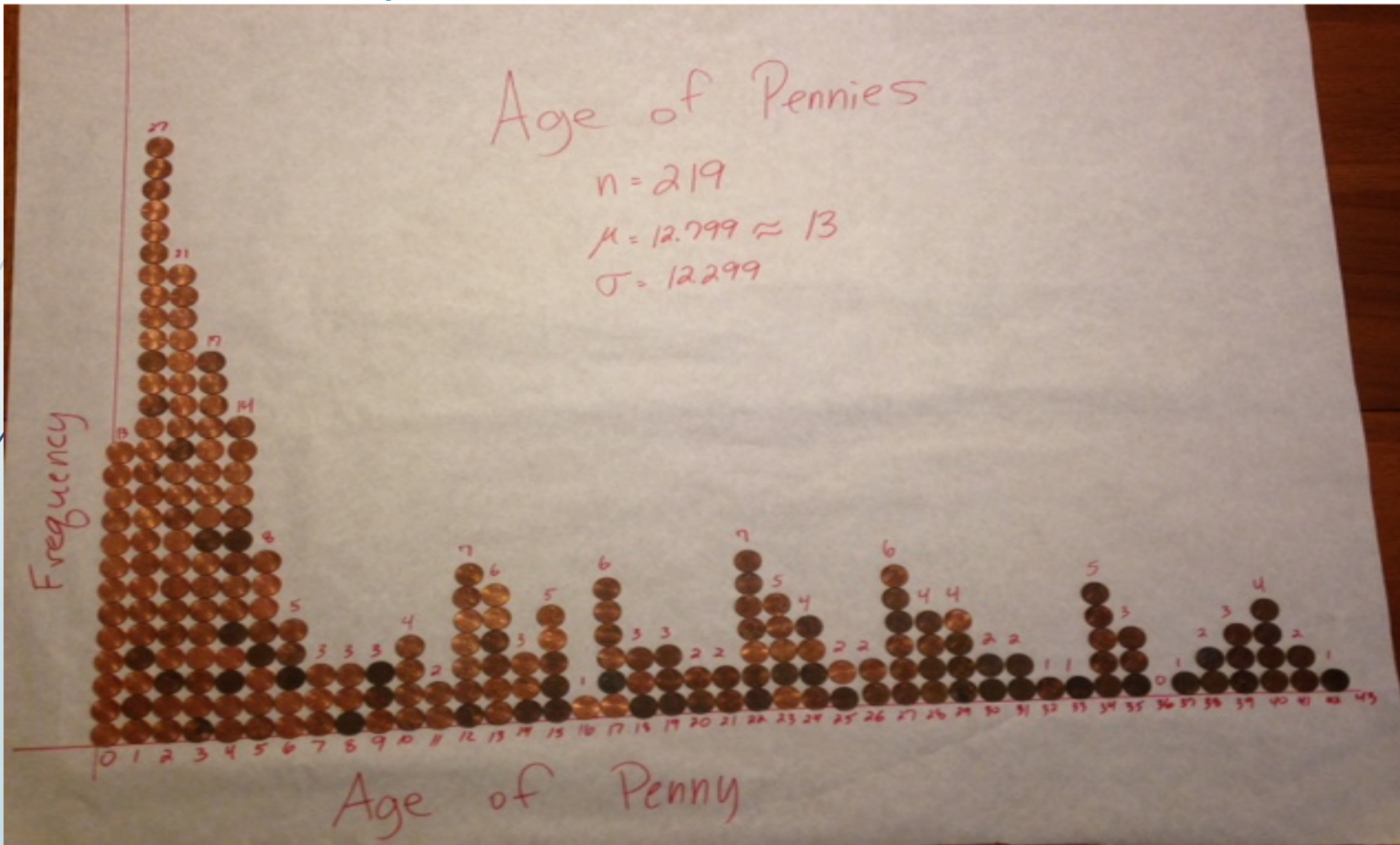
June 7, 2019



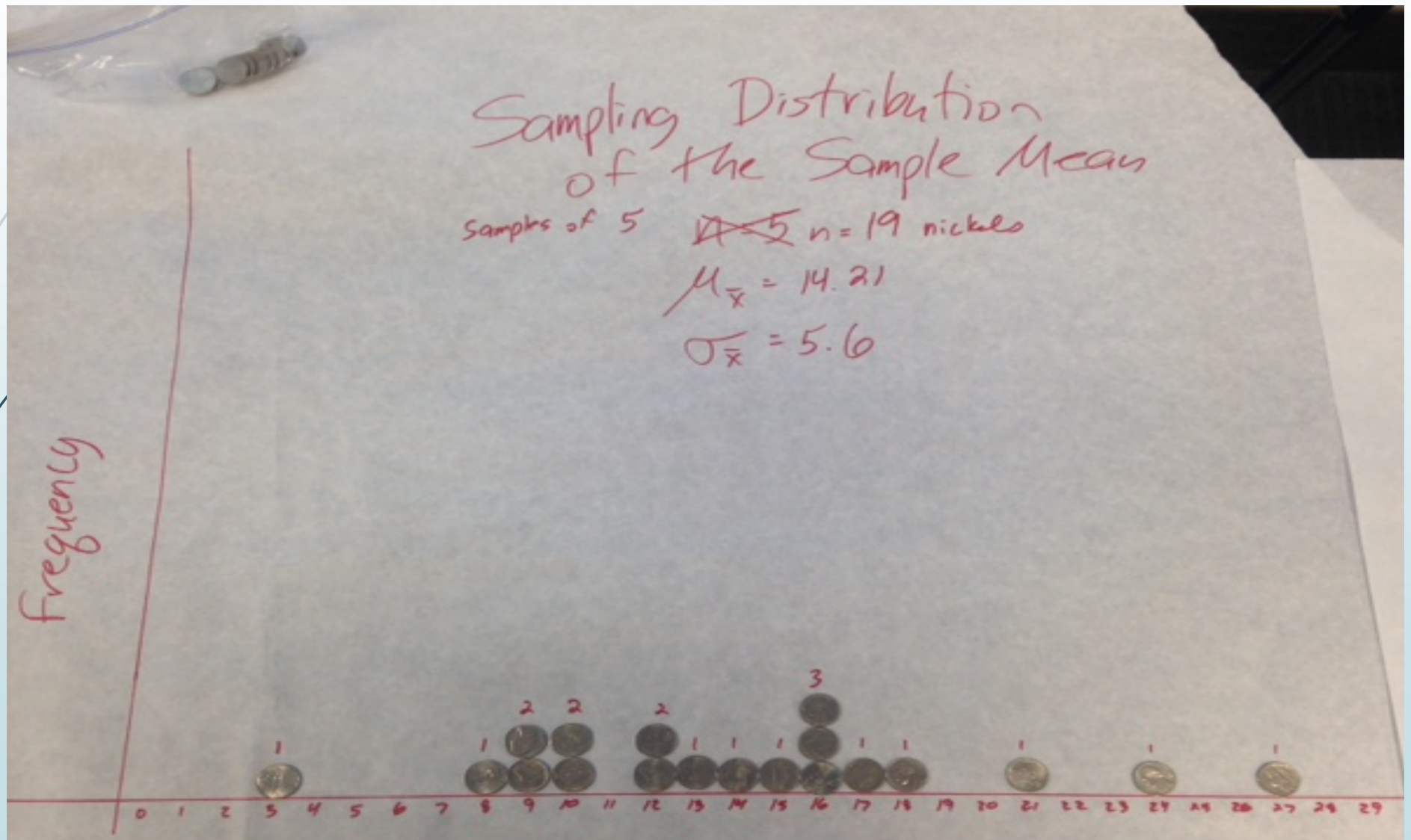
What makes the CLT difficult for students?

- ▶ Vocabulary:
 - ▶ Sampling Distribution of the Sample Mean
 - ▶ Standard Error of the Mean
- ▶ Difficult to Picture Conceptually
- ▶ Details are hard to remember. What happens to shape? Mean? Standard deviation?
- ▶ Application problems sound like Normal Distribution Problems

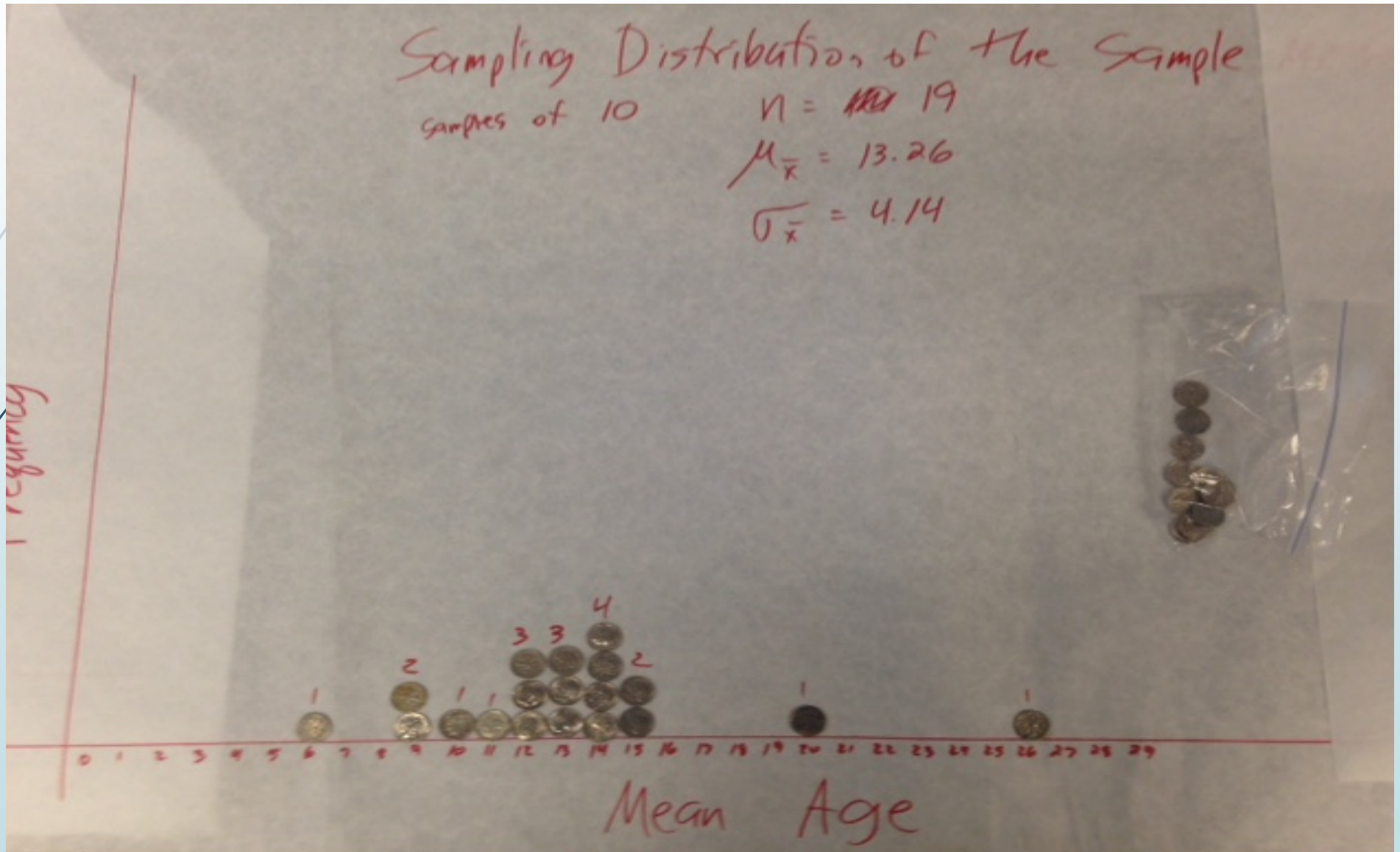
Population Distribution



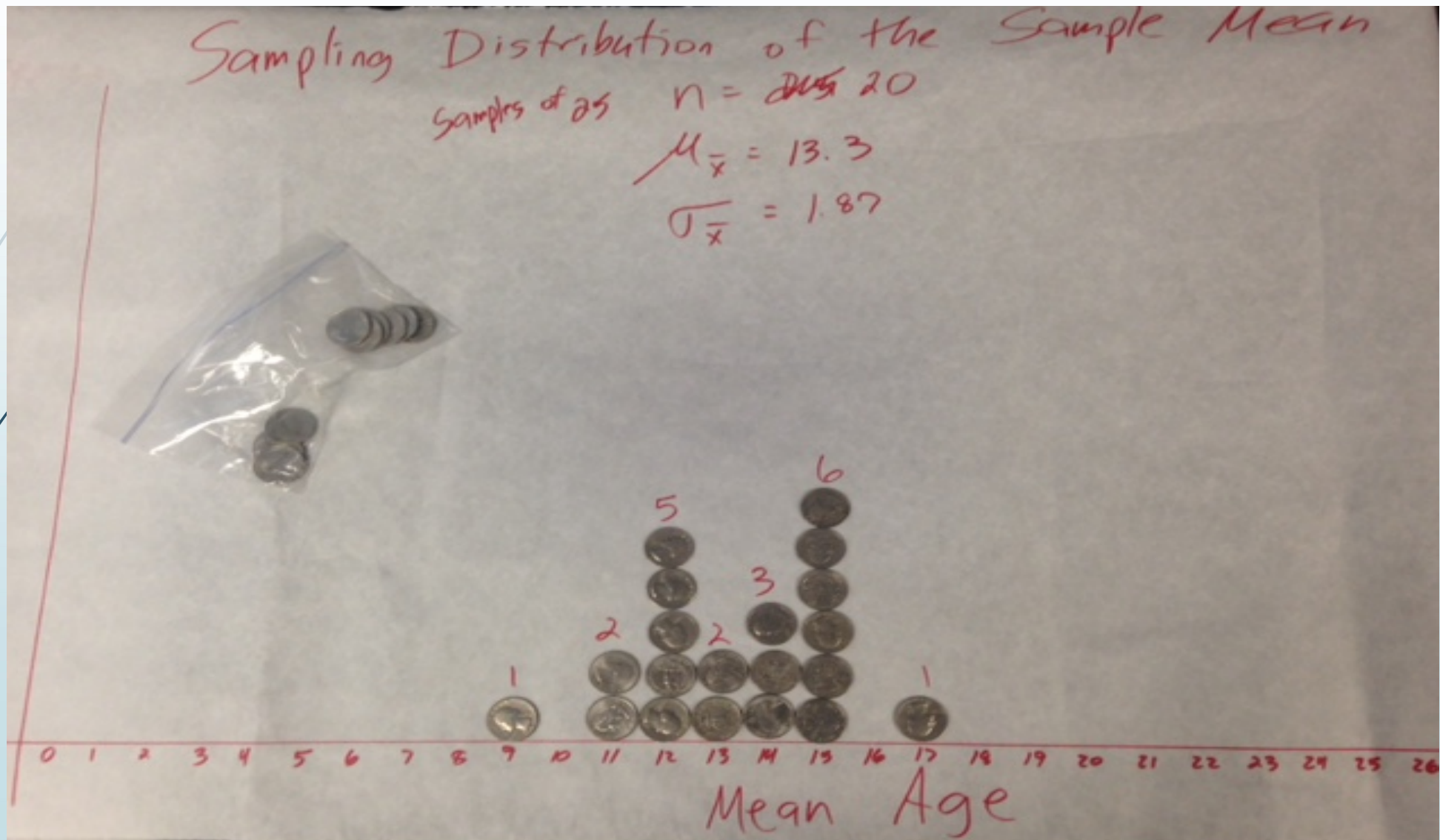
SDSM with $n = 5$



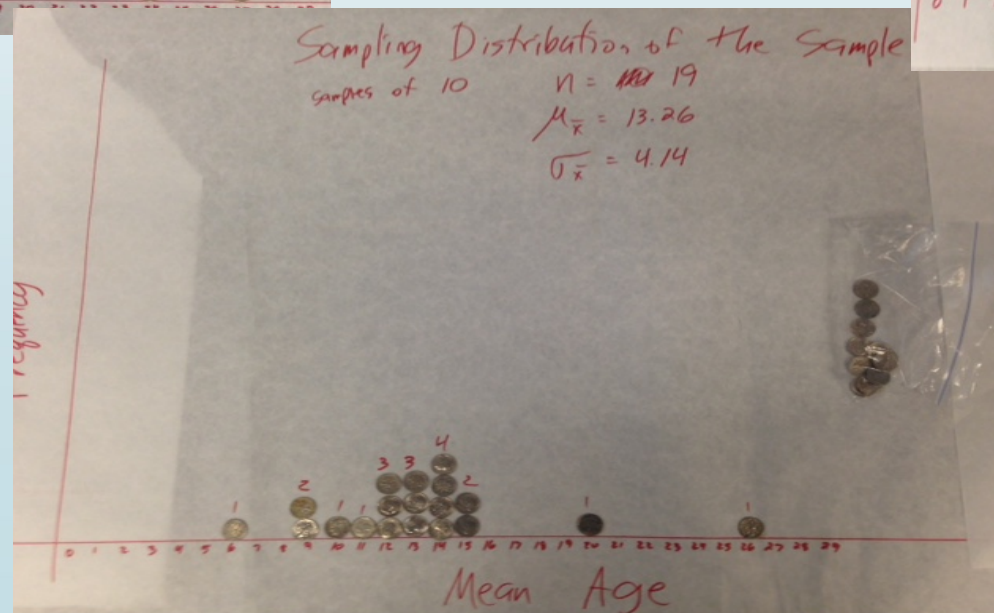
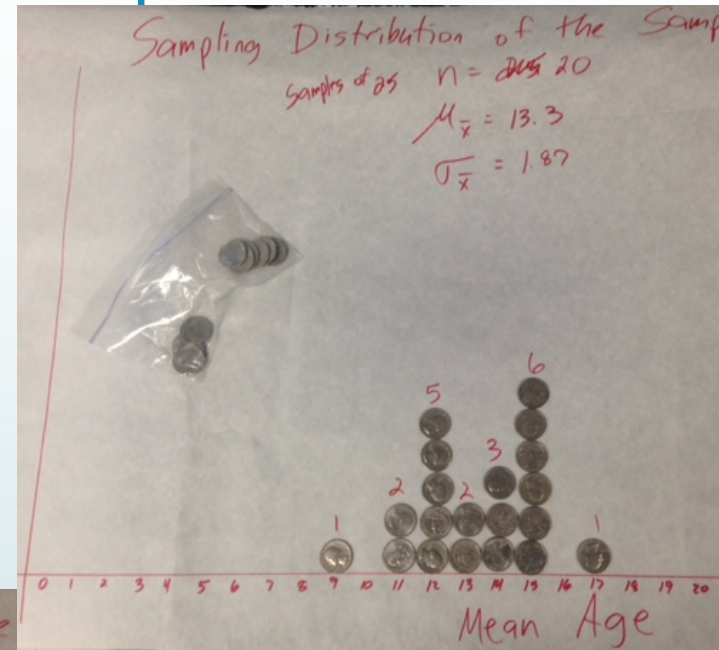
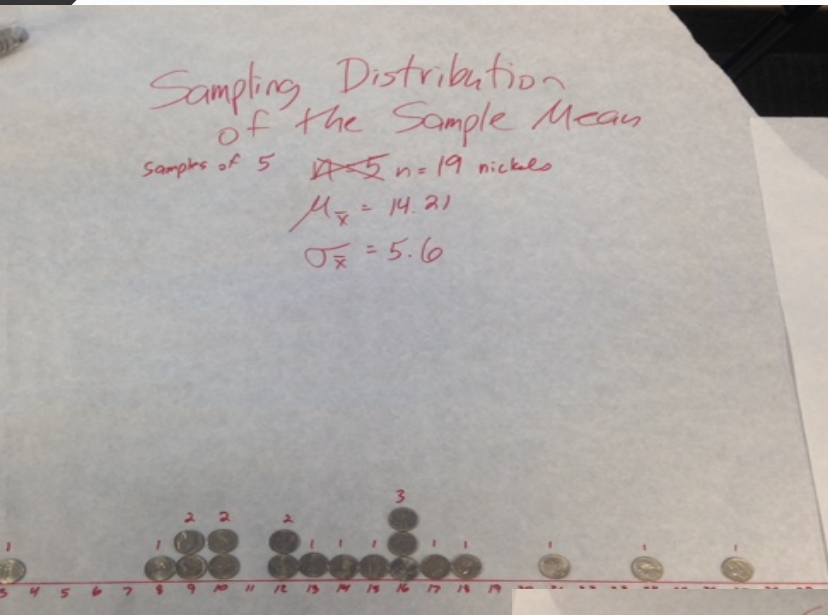
SDSM with $n = 10$



SDSM with $n = 25$



Notice the change in shape!





Talking Points for Students

- ▶ How does the mean of each s.d.s.m compare to the mean of the population?
- ▶ How does the standard deviation of each s.d.s.m. compare to the standard deviation of the population?
- ▶ What happened to the shape of the sds m as the sample size increased?
- ▶ What was the shape of the original population? Did that impact the shape of sds m?



Connections to other topics:

- Opportunity to calc. 1-VAR stats as single list or list/frequency (students can verify the list/frequency saves time)
- College Algebra and/or calculus...coins in circulation is an exponential decay function. Note: approximately 9% of coins fall out of circulation each year



The Problem of Time...

- ▶ Value in students collecting their own samples
- ▶ Data collection during class prior to the activity
- ▶ Volunteers come in outside of class to collect data for everyone
- ▶ Students collect data for nickels, but instructor provides data sets for dimes/quarters
- ▶ Other ideas?



Sources:

- ▶ Project SET (statistics education for teachers) at https://projectsetdotcom.files.wordpress.com/2014/06/act-sv_loop4-cent_and-the-central-limit-theorem.pdf
- ▶ Coins minted each year (Wikipedia but still kind of neat) https://en.wikipedia.org/wiki/United_States_Mint_coin_production