

## **The Changing of Curriculum of Elementary Statistics in Social Science Education**

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The main goal of the paper is to summarize and analyze the changes of education of elementary or introductory statistics in the field of social science studies in Hungarian higher education.

In the pre-Bologna period, there was a relatively important differentiation by specialization. Some students had only a one semester course (composed of lecture and seminar), where only descriptive statistics methods were taught. In the case of more methodologically intensive specializations, like sociology, a second semester of inductive statistics was added (this second semester was preceded by a semester of probability theory and consisted of lecture and double seminar). Thereby a total of 60 or 150 contact hours were available to teach the competence of statistical reading.

After the implementation of the Bologna process, the available time slots for statistics have been extremely reduced. As a general rule, only a one semester statistics course is offered including only seminars with a total of 30 contact hours. In the new situation, the curriculum had to be extremely cut. Between the topics of descriptive statistics one cannot find anymore the index theory and time series analysis. Even if the students do not have any advanced (college level) probability theory, the basics of inductive statistics are included, the concept of interval estimate and hypothesis testing are taught through simple examples.

We think that the large decrease of statistics education is not favorable for the students of social sciences, mainly the lack of differentiation. The necessary knowledge is diverse in the specializations of sociology, politology, international relations, and media and communication studies.

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