Summary
The present work of research registers in the field of the Didactics of the Statistics. Its object is to study the role that the heuristics fulfill in the processes of problem solving where are involved probabilistics concepts, in university students. Works realized in other countries: Kahneman and Tversky, 1982; Guisasola and Barragués, 2002; Barragués, Guisasola and Morais, 2005; Díaz, 2003 and Hugues Gallardo, 2007; have shown that individuals in general, and especially the university students frequently use heuristic to solve problems of probabilities, which induces them to biased results.
This work proposed to investigate if in Argentina, where there are no precedents of investigations on this topic, there happens the use of the heuristic of accessibility and representation, as well as, if our students incur the bias of equiprobability when they must solve problematic situations in uncertain stages. For it one answered a research realized in the University del País Vasco by Barragués, Guisasola and Morais (2005), with the purpose of analyzing quantitatively the results here obtained, and compare them with those.
The information was relieved by the application of a questionnaire to 203 pupils of the first year of the University Argentina de la Empresa, which were studying the subject Statistical I in careers belonging to the Faculty of Economic Sciences.
This is a descriptive research conducted through the analysis of data obtained through a written questionnaire. The results of the same one was compared with the ones obtained in the University del País Vasco and, later, it has been studied the incidence that has on the quality of the answers the fact of having received previous instruction in Mathematics and in Statistics.
The results of this research shows that the pupils, even after receiving instruction in the topic of probabilities, incur in the use of heuristic to solve problems, although such mechanisms are contrary to the laws and formal principles of the theory of probabilities taught previously in the course of Statistical I.
The findings provide elements of reflection for the teachers of the subject about this situation, as well as they propose some methodological guidelines that help to improve it.