STATISTICS EDUCATION RESEARCH JOURNAL

Volume 15
Number 1
May 2016

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STATISTICS EDUCATION RESEARCH JOURNAL

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Publication: IASE/ISI, The Hague, The Netherlands
Technical Production: The University of Texas at El Paso, El Paso, Texas, United States of America

ISSN: 1570-1824

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EDITORIAL

Welcome to the first issue of *SERJ* for 2016. Before my discussion on the articles in this issue, there are three announcements. The first is that Joan Garfield, University of Minnesota and Tim Jacobbe, University of Florida have resigned as Associate Editors. Joan Garfield, a renowned international statistics education researcher, has been an Associate Editor of *SERJ* since its inception in 2002. Her long voluntary service to *SERJ* and many years of experience in statistics education research have been invaluable to *SERJ*. We will miss her in-depth knowledge of statistics education research. We thank Joan for all her work and unstinting support for *SERJ* and wish her a long and happy retirement. Tim Jacobbe has served three years as Associate Editor and his expertise has been highly valued. The second announcement is that Egan Chernoff (University of Saskatchewan), Leigh Harrell-Williams (University of Memphis), and Alejandra Sorto (Texas State University) kindly agreed to be Associate Editors and began serving in January 2016.

The third announcement is that this is the last issue that Larry Lesser (The University of Texas at El Paso) will edit. As Assistant Editor, Larry has spent countless hours doing the required detailed editing work and communicating with authors and editors to ensure the clarity, grammar, and referencing in every published paper is at a very high standard. We have very much appreciated his three-year commitment and service to *SERJ*. At the same time, we welcome new Assistant Editor Christine Franklin (University of Georgia), who (with Kim Love) edited one of the papers in this issue. Also, there is a call for nominations to replace me as Co-Editor of *SERJ* on 1st July 2017.

In this issue, the first article reviews the literature on learning statistical language while the second article centers on learning statistics and motivation.

Peter Dunn, Michael Carey, Alice Richardson and Christine McDonald give a comprehensive overview of the many issues teachers and students face when understanding, using and learning the language of statistics. Comprehending and communicating statistical ideas in the technical language of the discipline is paramount for development of students' reasoning processes, thinking, and conceptual understandings. The authors point out the many obstacles and challenges associated with the terms and language used in statistics. Becoming statistically literate is not easy when the precise use of statistical language can be critical for communicating information. Researchers and teachers will find this paper very useful not only for learning about how statistical language is formed from an amalgamation of words from different sources but also for thinking about how some of the identified challenges can be overcome.

Ute Sproesser, Joachim Engel and Sebastian Kuntze report on a four-lesson intervention study designed to have an impact on students' achievement and to foster self-concept and interest for statistics. As many teachers will attest, the ability to motivate student interest in a subject is key to engaging them in learning and developing their understanding of the subject. Using four treatment groups and a baseline group, they gathered pre- and post-test data from 503 grade 8 students. They concluded that it was possible to foster statistics-related self-concept and interest through learning environments characterized by student experiences of autonomy, achievement and social relations in the statistics domain. Interestingly, students perceived mathematics and statistics differently with respect to these motivational variables.

MAXINE PFANNKUCH

Statistics Education Research Journal, 15(1), 5, http://iase-web.org/Publications.php?p=SERJ
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