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STATISTICS EDUCATION RESEARCH JOURNAL

The *Statistics Education Research Journal* (*SERJ*) is a peer-reviewed electronic journal of the International Association for Statistical Education (IASE) and the International Statistical Institute (ISI). *SERJ* is published twice a year and is free.

SERJ aims to advance research-based knowledge that can help to improve the teaching, learning, and understanding of statistics or probability at all educational levels and in both formal (classroom-based) and informal (out-of-classroom) contexts. Such research may examine, for example, cognitive, motivational, attitudinal, curricular, teaching-related, technology-related, organizational, or societal factors and processes that are related to the development and understanding of stochastic knowledge. In addition, research may focus on how people use or apply statistical and probabilistic information and ideas, broadly viewed.

The *Journal* encourages the submission of quality papers related to the above goals, such as reports of original research (both quantitative and qualitative), integrative and critical reviews of research literature, analyses of research-based theoretical and methodological models, and other types of papers described in full in the Guidelines for Authors. All papers are reviewed internally by an Associate Editor or Editor, and are blind-reviewed by at least two external referees. Contributions in English are recommended. Contributions in French and Spanish will also be considered. A submitted paper must not have been published before or be under consideration for publication elsewhere.

Further information and guidelines for authors are available at: http://www.stat.auckland.ac.nz/serj

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Manuscripts must be submitted by email, as an attached Word document, to co-editor Robert C. delMas <delma001@umn.edu>. Submitted manuscripts should be produced using the Template file and in accordance with details in the Guidelines for Authors on the Journal's Web page: http://www.stat.auckland.ac.nz/serj

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Peter Petocz, Macquarie University, Sydney, North Ryde, New South Wales 2109, Australia Email: peter.petocz@mq.edu.au

Tom Short, Department of Mathematics and Computer Science, John Carroll University, 20700 North Park Boulevard, University Heights, Ohio 44118, USA. Email: tshort@jcu.edu

Assistant Editor

Beth Chance, Department of Statistics, California Polytechnic State University, San Luis Obispo, California, 93407, USA. Email: bchance@calpoly.edu

Associate Editors

Andrej Blejec, National Institute of Biology, Vecna pot 111 POB 141, SI-1000 Ljubljana, Slovenia. Email: andrej.blejec@nib.si

Carol Joyce Blumberg, Energy Information Administration, US Department of Energy, 1000 Independence Avenue SW, EI-42, Washington DC 20585, USA. Email: carol.blumberg@eia.doe.gov

Nick J. Broers, Department of Methodology and Statistics, Maastricht University, P.O. Box 616, 6200 MD, Maastricht, The Netherlands. Email: nick.broers@stat.unimaas.nl

Joan B. Garfield, Educational Psychology, University of Minnesota, 315 Burton Hall, 178 Pillsbury Drive, S.E., Minneapolis, MN 55455, USA. Email: jbg@umn.edu

Randall E. Groth, Department of Education Specialties, Salisbury University, Salisbury, MD 21801, USA. E-mail: regroth@salisbury.edu

John Harraway, Department of Mathematics and Statistics, University of Otago, P.O.Box 56, Dunedin, New Zealand. Email: jharraway@maths.otago.ac.nz

Flavia Jolliffe, Institute of Mathematics, Statistics and Actuarial Science, University of Kent, Canterbury, Kent, CT2 7NF, United Kingdom. Email: F.Jolliffe@kent.ac.uk

M. Gabriella Ottaviani, Dipartimento di Statistica Probabilitá e Statistiche Applicate, Universitá degli Studi di Roma "La Sapienza", P.le Aldo Moro, 5, 00185, Rome, Italy. Email: Mariagabriella.ottaviani@uniroma1.it

Lionel Pereira-Mendoza, 3366 Drew Henry Drive, Osgoode, Ottawa K0A 2W0 Ontario Canada K0A 2W0. Email: lionel@iammendoza.com

Maxine Pfannkuch, Mathematics Education Unit, Department of Mathematics, The University of Auckland, Private Bag 92019, Auckland, New Zealand. Email: m.pfannkuch@auckland.ac.nz

Dave Pratt, Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL. d.pratt@ioe.ac.uk

Christine Reading, SiMERR National Centre, Faculty of Education, Health and Professional Studies, University of New England, Armidale, NSW 2351, Australia. Email: creading@une.edu.au

Ernesto Sánchez, Departamento de Matematica Educativa, CINVESTAV-IPN, Av. Instituto Politecnico Nacional 2508, Col. San Pedro Zacatenco, 07360, Mexico D. F., Mexico. Email: esanchez@cinvestav.mx

Gilberte Schuyten, Faculty of Psychology and Educational Sciences, Ghent University, H. Dunantlaan 1, B-9000 Gent, Belgium. Email: Gilberte.Schuyten@UGent.be

Jane Watson, University of Tasmania, Private Bag 66, Hobart, Tasmania 7001, Australia. Email: Jane.Watson@utas.edu.au

TABLE OF CONTENTS

Editorial 2

New Co-Editor 3

New Associate Editor 3

Call for Nominations for Assistant Editor 4

Lawrence M. Lesser and Matthew S. Winsor
English Language Learners in Introductory Statistics: Lessons Learned from an Exploratory Case Study of Two Pre-Service Teachers 5

Ana Elisa Castro Sotos, Stijn Vanhoof, Wim Van Den Noortgate, Patrick Onghena
The Transitivity Misconception of Pearson's Correlation Coefficient 33

Jennifer J. Kaplan and Juan Du
Question Format and Representations: Do Heuristics and Biases Apply to Statistics Students? 56

Silvia Mayén, Carmen Díaz, and Carmen Batanero
Conflictos Semióticos de Estudiantes con el Concepto de Mediana (Students' Semiotic Conflicts in the Concept of Median) 74

Past IASE Conferences 94

Other Past Conferences 95

Forthcoming IASE Conferences 96

Other Forthcoming Conferences 98

Statistics Education Research Journal Referees 99

EDITORIAL

The team at *SERJ* is very pleased to present this second issue of *SERJ* for 2009. It contains four articles, two from the United States, one from Belgium, and one from Mexico/Spain. This last article is in Spanish, but never fear if you don't read that language – the authors have prepared an 'extended summary' in English, with sufficient detail to convey the main aspects of their discussion. This seems more useful than the usual 120-word abstract in English, and we are planning to continue this feature for other papers published in Spanish or French. As an international journal, we are always pleased to see submissions from a wide variety of countries, and we will also be pleased to receive them in Spanish or French.

As Tom Short explained in the editorial to the previous issue, his term as co-editor finishes at the end of this year. We thank Tom for his editorial work over the past four years, an undertaking as he pointed out that has been increasing during the term of his editorship. I believe that he will be very pleased with this last issue of his term, and I know that he has pushed hard to get these papers prepared for publication.

In Tom's place, we welcome Robert (Bob) delMas as co-editor for the next four years (2010–2013). Bob is from the University of Minnesota, where he is a member of a prolific statistics education research team that includes Joan Garfield, Andrew Zieffler, and others. He has already published several times in *SERJ* on various topics exploring students' understanding of statistics. He has also written and presented in a wide variety of other forums, including the ICOTS conferences, and indeed he is organiser of one of the sessions for next year's ICOTS-8 in Ljubljana. We look forward to working with Bob over the next several years to steer *SERJ* through a period of growth.

One problem of our growth – measured by an increasing number of submissions – is that occasionally papers have been 'mislaid' during the submission, review, and preparation process. Bob and I have already developed plans to secure and streamline this process, and we will be implementing these in the near future. Let me add my apologies to Tom's from the previous editorial if you have experienced any problems. But please do not be too polite: If you have not received confirmation of your submission, or have not had any information about reviews, send us an enquiry e-mail (and keep sending e-mails until you get a response – this to counter occasionally 'flaky' e-mail systems).

We also welcome Katie Makar to the editorial board. Katie has been active in statistics education research for several years, including organizing the SRTL conference in Queensland this past summer. Please see a more complete introduction of Katie, and for Randall Groth who joined the Board last year, in the next section.

We have had a good response to our call for papers for next year's special issue on "Qualitative Issues in Statistics Education Research." The papers that we received are currently being reviewed by external reviewers. There are several more papers in preparation and we expect to receive those soon. Our guest editors, Sue Gordon and Anna Reid, and I look forward to preparing an interesting issue for November 2010.

For the current issue, November 2009, thanks as usual to our team of reviewers and associate editors who have handled the refereeing of these papers. Special thanks to Drs. Leigh Wood and Boris Handal (Macquarie University), and to Elsa Medina (Cal Poly – San Luis Obispo), for their assistance in the proofreading of the Spanish language paper.

PETER PETOCZ

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NEW CO-EDITOR

SERJ welcomes the following new Co-Editor who has joined the Editorial Board for a 4-year appointment 2006-2009.

Robert delMas is an Associate Professor in the Department of Educational Psychology, College of Education and Human Development at the University of Minnesota. Bob earned his B.A. in Child Psychology and his Ph.D. in Educational Psychology from the University of Minnesota. He has been an Associate Editor of the *Journal of Statistics Education (JSE)* and a reviewer for *SERJ*, *The American Statistician*, the *Journal of Educational Psychology,* and the *Journal of Research for Mathematics Research (JRME),* and from 2001-2003 was a Mathlet reviewer for the *Journal of Online Mathematics and its Applications*. He has been active with and made regular presentations at SRTL, ICOTS, and USCOTS, and serves on the Research Advisory Board of the Consortium for the Advancement of Undergraduate Statistics Education (CAUSE). He served as chair of the Ad Hoc Joint American Mathematics Association of Two-Year College/American Statistical Association (ASA) Committee of Statistics and as chair of the ASA Section on Statistical Education. Along with Joan Garfield and others, he has received several National Science Foundation grants to investigate student understanding of statistics, develop assessment resources for teachers of statistics (the web ARTIST project), adapt innovative curricular materials for introductory statistics (the AIMS project), and develop new educational modules centering on Model Eliciting Activities (the CATALST project). Along with his colleagues, he has published his work in *SERJ*, *JSE*, *Teaching Statistic*s, *JRME*, and several book chapters.

NEW ASSOCIATE EDITORS

SERJ welcomes the following new Associate Editors who have joined the Editorial Board for three-year appointments.

Randall Groth (2009-2011) is Associate Professor of mathematics education in the Department of Education Specialties, Seidel School of Education and Professional Studies at Salisbury University. He received his B.S. in Mathematics from Marquette University. After teaching high school for several years, he obtained his Ph.D. in Mathematics Education from Illinois State University. His research interests include pre-service teacher preparation and assessment of teachers' knowledge of stochastics.

Katie Makar (2010-2012) is a Senior Lecturer in mathematics education at the University of Queensland. Her research examines teachers' statistical reasoning, informal statistical inference and teachers' longitudinal development of inquiry-based pedagogies in mathematics and statistics. She has done consulting work on teaching with inquiry, reasoning in chance and data, rubrics for open-ended tasks, and teacher professional standards. Previously, she taught high school mathematics for fifteen years in the United States and Asia before finishing her Ph.D. in Mathematics Education from University of Texas at Austin.

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