

## International Association for Statistical Education



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### FORTHCOMING IASE ACTIVITIES

#### ***Statistical Education Presentations at The International Congress on Mathematical Education (ICME-10) IASE Roundtable on Curricular Development in Statistics Education***

Report by Gail Burrill ( [burrill@msu.edu](mailto:burrill@msu.edu) )

What do we know about the statistics curriculum across countries? What directions should we be thinking about as we develop curriculum and what should we be considering as we do so? The IASE Roundtable on Curricular Development in Statistics Education held in Lund, Sweden, on 28 June to 3 July 2004, provided a forum for 26 participants from nine countries to consider aspects of the statistics curriculum from primary school to the tertiary level and across courses in statistics, mathematics, teacher preparation, dined at the historic Grand Hotel, and spent a day of leisure exploring the island of Hven on bicycles (the one day the sun was out the entire time!).

Questions that framed the discussion included: How do we help the world understand that statistics education is vital in a world where social policy, technology, environment and so on all depend strongly on careful design of investigations and very fine analysis of data? What is important to teach, when should it be taught and how? How do we carefully structure the curriculum? What do we know about when concepts should be taught and how? How can we make statistics education more inviting? What do we know? Themes that emerged included the very prevalent role of frameworks as a guide to thinking about curriculum development, assessment, levels of progression in developing concepts, and teachers? Practice. Somewhat related were papers and discussions that involved the recognition of the need for and subsequent design of scaffolding experiences for learning key concepts such as measures of center or the interpreting box plots. A general trend that emerged across the papers was the lack of students' ability, at use of real data and real situations, and the use of technology both as a means to develop understanding of concepts and to enable

students to apply their knowledge and skills in problem solving situations. Abstracts of the papers and the Roundtable agenda are available on the website [http://hobbes.lite.msu.edu/~IASE\\_2004\\_Roundtable/](http://hobbes.lite.msu.edu/~IASE_2004_Roundtable/) . The proceedings, which will include the recommendations of working groups on technology and its relation to the curriculum, research and the statistics curriculum, teacher education, reflections for IASE, and curriculum frameworks should be available on the IASE website in early 2005.

Dear All, As I was putting up Dissertation Abstracts following from earlier SERJ correspondence, I thought why not try to have IASE house a complete archive of actual dissertations in statistics education and I have started down this track, see <http://www.stat.auckland.ac.nz/iasedissert> . Rachel and I have put up some abstracts Joan gave me, grabbed the ones SERJ had before they stopped (from Chris Reading), and approached a few people to get their actual dissertations and not the just the abstracts. I want to do a general appeal soon for dissertations but I feel (thinking psychologically) that the more complete the page is and the more actual Dissertations we have before I do the appeal, the more successful it will be. Some of the people in <http://www.stat.auckland.ac.nz/iasedissert> are your own students. For others, you will either know them or know the supervisors. Would you please send out some e-mails to your contacts in an effort to get actual dissertation files for me for those dissertations listed? (I can do the translation to pdf.) If you decide to also pursue some people for whom I do not have the information, I need the following:

Year: xxx

Author: xxx

Institution: xxx

Title: xxx

Supervisors: xxx

And then the Abstract and Dissertation files (of course, I can also pull an abstract out of a dissertation). MY APPEAL (and this may be useful for your e-mails) will be roughly:

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Dear XXX, We are starting to build as comprehensive a collection of recent Statistics Education Ph.D. dissertations as we can on the IASE website, see: <http://www.stat.auckland.ac.nz/iasedissert> . We are trying to build a one-stop resource centre for Ph.D. students in Statistics Education and their supervisors — still, lamentably, a very small community. Would you mind sending me your dissertation? We would really like the actual dissertation and not just the abstract, because we think it is good for Ph.D. students, particularly when they are just starting and again at write up stage, to be able to look at full dissertations that other people in the area have done. We will put them on the site as pdfs, but can make pdfs from Word documents, etc. The few people we have contacted so far have been saying, "I wish we had a something like this when I was doing my Ph.D."

Thanks and all the best,

Chris Wild

***CERME 4: Group 5 Stochastic Thinking (Research on probabilistic and statistical thinking)***

*From SERJ Associate Editor, Dave Pratt ( [dave.pratt@warwick.ac.uk](mailto:dave.pratt@warwick.ac.uk) )*

The Fourth Conference of the European Society for Research in Mathematics Education (CERME 4) takes place at Sant Feliu de Guíxols, Spain, from 17 to 21 February 2005. CERME is organised by the European Society for Research in Education, and is designed to foster a communicative spirit. It deliberately and distinctively moves away from research presentations by individuals towards collaborative group work. Group 5 is one such group and will have 12 hours over four days in which to meet and progress its work. The Organisers for Group 5 invite research-based papers on stochastic thinking, including probability, statistics and the interface between these domains to be submitted electronically by September 30th, 2004. For further details, please see: [http://fcis1.wie.warwick.ac.uk/~dave\\_pratt/Group5CERMEInvite.doc](http://fcis1.wie.warwick.ac.uk/~dave_pratt/Group5CERMEInvite.doc) .

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