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**IASE Website** <http://www.stat.auckland.ac.nz/~iase>

## ICOTS-7: Working Cooperatively in Statistics Education

**Information about Registration, Accommodation, and Tours, Salvador (Bahia), Brazil, July 2-7, 2006**



**Local Organisers:** Pedro Alberto Morettin (Chair), Lisbeth K. Cordani, Pedro Silva, Clélia Maria C. Toloí and Wilton de Oliveira Bussab.

**IPC Executive Committee:**

Carmen Batanero (Chair), Susan Starkings (Programme Chair), Allan Rossman and Beth Chance (Editors of Proceedings), John Harraway (Scientific Secretary) and Lisbeth

Cordani (Local Organisers Representative).

The International Association for Statistical Education (IASE) and the International Statistical Institute (ISI) are organising the Seventh International Conference on Teaching Statistics (ICOTS-7), which will be hosted by the Brazilian Statistical Association (ABE) in Salvador (Bahia), Brazil, July 2-7, 2006.

Almost all the information about ICOTS-7 is on the website:

<http://www.maths.otago.ac.nz/icots7/icots7.php>

and, in particular under the "Registration" tab, there is information about registration, accommodation and tours. Please note the following recent message from the Organisers:

"In view of the initial problems with payment by VISA, it has been decided to delay the Early Registration date to 28/02/2006 from 31/01/2006. If you experience problems with registration, contact the registration help-line [icots7@ime.usp.br](mailto:icots7@ime.usp.br). If you have problems with accommodation arrangements or tour details, contact Mrs. Rosângela Magalhães at [rosiesuzano@eventusturismo.com.br](mailto:rosiesuzano@eventusturismo.com.br). Planning is going well. Refereeing is almost complete, and about 350 papers have been submitted so far."

Although the ICOTS-7 information is on the website, we draw your attention to the following:

There are reduced fees for IASE/ISI members, and participants from Latin American or Developing Countries. There is a program for accompanying persons – some details

are given on the web page. Accompanying persons may choose what they wish to attend and pay for the items they choose while in Salvador. There are some details on the web page about the pre-arranged tours.

## **Proceedings of Round Table on Curricular Development now available**

The Proceedings of the 2004 IASE Round Table on "Curricular Development in Statistics Education" held in Lund, Sweden, in 2004 are now available from the IASE site <http://www.stat.auckland.ac.nz/~iase/> (see the left-hand panel of the Publications page).

The Editors of this 300-page proceedings volume were Gail Burrill (Michigan State University, USA) and Mike Camden (Statistics New Zealand, NZ). The Technical Editor was Glenda Breaux (Michigan State University).

From 28 June to 3 July 2004, the International Association for Statistical Education (IASE) held a Round Table on Curricular Development in Statistics Education in Lund, Sweden. This Round Table 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, and stochastic processes. The backdrop for the papers and discussion was:

- Research - What do we know and what do we need to know?
- Policy - Who is responsible for developing and putting in place a curriculum?
- Practice - What is important to teach, when should it be taught and how?

The papers were clustered into five sections:

1. Curriculum Perspectives and Statistics Education
2. Curricular Approaches to Teaching Statistics
3. Content Issues Related to Teaching and Learning Statistics
4. Statistics Education Research and Implications for Teaching

## 5. Policy Decisions and Implications for Curriculum Implementation.

Also included are reports arising from the discussions of Working Groups. The discussion ranged from the development of a statistics curriculum to common issues and promising solutions to questions of how to best construct learning trajectories that will enable all students to make sense of data and to apply statistical reasoning when making decisions based on data. The conversation was framed by questions, such as: How do we help the world understand that statistics education is vital in a world where social policy, technology, environment, allocation of resources depend strongly on careful design of investigations and very fine analysis of data? What topics are important to teach? When and how should the important topics be taught? How do we carefully structure the curriculum? What do we know about when and how particular concepts should be taught? How can we make statistics education more inviting? What do we know about teaching and learning statistics? What do we still need to know? How does research on statistical education link to practice? Who is responsible for developing and implementing the curriculum?

The table of contents is just mouse click away at <http://www.stat.auckland.ac.nz/~iase/publications.php?show=rt04>

*Contributed by Chris Wild*

## **Statistical Grammar?**

Many of our institutions, including the IASE, speak of "statistical education". The meaning of the phrase is presumably education in the discipline of statistics, and yet the adjective "statistical" suggests that it is the mode of education that is being described. For example, "statistical education" in art might include a look at the frequency of production of paintings by the great masters by decade. Statistical education in music might be an analysis of the melodies associated with the most popular songs. Some have suggested that "statistics education" might better describe the interest of the IASE. If you wish to comment on this, the Editors would be glad to receive your comments via e-mail.