

YOUNG LEARNERS' REASONING WITH INFORMAL STATISTICAL MODELS AND MODELLING

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There has been a growing interest within the statistics education research community in statistical models – an object – and statistical modeling – the complementary process. Research has generally focused on older learners, such as high school and post-secondary school students, rather than learners at the primary school level. Our goal is to provide a framework that both describes and provides a tool for analyzing the reasoning that accompanies young students' informal statistical modeling. This poster provides a brief description of some fundamental definitions, followed by our framework for young learners' reasoning with informal statistical models and modeling. Our framework identifies three separate, but not independent, modeling sub-processes: the conjecture, data and comparison modeling processes. An illustrative example of its dual usefulness is also provided.