

Subject: IASE Newsletter

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From: International Association for Statistical Education (IASE)

To: Sorto, M Alejandra

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IASE



Asociación Internacional
para la Educación
Estadística (AIEE / IASE)

¡Únete a la
comunidad de la
AIEE/ IASE!



BENEFICIOS DE LA MEMBRESÍA

- Ser parte de una comunidad internacional de estadística
- Cuota de inscripción con descuento en conferencias AIEE / IASE e ISI (Instituto Internacional de Estadística)
- Acceso libre a eventos de desarrollo profesional
- Recibe regularmente Boletines del ISI y las Revisiones AIEE / IASE
- Suscripción a revistas de estadística a una tarifa reducida
- Compra publicaciones de AIEE / IASE e ISI a un precio con descuento
- Membresía Institucional
- Acceso a los foros de discusión de los miembros de la AIEE / IASE

¡Únete a nosotros/as en
revolucionar la educación
global en estadística para un
mundo impulsado por datos!

<https://iase-web.org>

Únete a nosotros ahora:
<https://bit.ly/iasereg>

Upcoming Events

IASE Free August Webinar

Teaching and Learning Statistics in an AI World

27 August 2024; 19:00 UTC (click [here](#) for localized times)

Webinar duration: 90 minutes

Presenters: Gail Burrill and Amanda Ellis

Michigan State University and University of Kentucky, USA

Technology today can retrieve, manage, and analyze vast amounts of data; create complex interactive visualizations; and manipulate mathematical symbols. And more - software such as PhotomathTM or SymbolabTM, that can do almost any problem in algebra, geometry, calculus, or linear algebra along with showing the solution steps, calls into question what is important to teach. The introduction of generative AI tools such as ChatGPTTM into the education landscape presents opportunities for

students to investigate problems but also can aid in developing lessons and course materials and can serve as a mathematical assistant for querying facts, acting as a mathematical search engine. The webinar will focus on how to leverage these tools for both the teaching and learning of statistics and data science.

Gail Burrill is an Academic Specialist in the Program for Mathematics Education at Michigan State University, Gail Burrill, was a secondary mathematics teacher in Wisconsin and was awarded the Presidential Award for Teaching Mathematics. She served as President of the National Council of Teachers of Mathematics, President of the International Association for Statistical Education, and President of the Council of Presidential Awardees in Mathematics. She is an elected member of the International Statistics Institute and has received the NCTM Life-Time Achievement Award, the Ross Taylor /Glenn Gilbert NCSM service award, and the Teachers Teaching with Technology Leadership Award. Her research interests are statistics education, the use of technology in teaching mathematics and statistics, and professional development for teachers.

Dr. Amanda R Ellis is the vice chair of the Department of Biostatistics and director of graduate studies of the Master of Science in Biostatistics (MSBST) program. Dr. Ellis joined the college as an Assistant Professor in 2020. Her focus is on graduate education, along with course and curriculum development. She earned her undergraduate degree in Mathematics from the University of Kentucky. She also earned her M.S. and Ph.D. in statistics from the University of Kentucky. She previously taught at Eastern Kentucky University, where she focused on undergraduate and graduate education.

[Register here](#)

Upcoming Webinars

Conversation about statistics education in Asia

10 September 2024; 01:00 UTC (click [here](#) for localized date/time)

Webinar duration: 90 minutes

**Presenters: Boon Wooi Yeo, Yun Joo Yoo, Lisa Grace Bersales,
Kazuhiro Aoyama**

In this conversation about statistics education in Asia we will hear from four speakers. YEO Boon Wooi Joseph from Singapore, Yun Joo Yoo from South Korea, Lisa Grace Bersales from the Philippines and Kazuhiro AOYAMA from Japan.

[Register here](#)↗

Designing positive first experiences with coding for introductory level statistics and data science students

23 October 2024; 21:00 UTC (click [here](#) for localized date/time)

Webinar duration: 90 minutes

Presenter: Anna Fergusson, The University of Auckland, New Zealand

News from SERJ

CALL FOR PAPERS: STATISTICS EDUCATION RESEARCH IN AFRICA

**Deadline for submission of expressions of interest:
15 October 2024**

*2026 SPECIAL ISSUE OF THE STATISTICS EDUCATION RESEARCH JOURNAL
(SERJ)*

Guest Editors:

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with Special Editions SERJ Editor

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1. BACKGROUND

The Statistics Education Research Journal (SERJ) invites researchers, educators, and practitioners to contribute to a special issue focusing on "Statistics Education Research in Africa". This special issue aims to showcase the diverse and innovative approaches to statistics education across the African continent, emphasizing the unique challenges and opportunities faced by African countries. Within this special issue, the term statistics should be broadly viewed to include data science as well as

elements with mathematics education and STEM education or other initiatives such as educational activities of statistics agencies and other agencies or NGOs. We are particularly interested in contributions that reflect the priorities and vision for advancing statistics education in Africa, which can also provide valuable insights and inspiration for other regions globally. We believe this special issue will make a significant contribution to the field of statistics education by shedding light on sustainable and innovative practices in Africa. We look forward to receiving submissions that will advance our understanding and practice of statistics education on the continent.

2. POSSIBLE TOPICS

For the 2026 Special Issue of SERJ, we are interested in scholarly articles. We encourage not only original empirical research (both quantitative and qualitative) and design-based research with learners in K-12, tertiary/academic, and adult education contexts, but also conceptually-oriented articles that address issues of learning and teaching, including curricular issues and issues for teacher education, professional development and vocational learning within the context of “Statistics Education Research in Africa”. The submissions for this Special Issue may fall under one of the following key areas:

Key Area 1: Capacity Building in Training Future Statisticians at the University Level
Submissions in this area should explore strategies, programs, and initiatives aimed at developing the next generation of statisticians. Topics may include:

- Innovative curriculum design and implementation for undergraduate and graduate programs.
- Partnerships between universities and industry to provide practical training and internships.
- Initiatives to increase the diversity and inclusion of underrepresented groups in statistics education.
- Case studies of successful capacity-building programs and their impact on the statistical community.

Key Area 2: Innovative Statistical Education Projects or Approaches Addressing Local or National "Burning Issues"
In this subgroup we seek contributions that highlight innovative educational projects or approaches addressing pressing issues relevant to African contexts. Topics may include:

- Integrating statistical education with civic processes and changes, such as electoral processes, governance, and public policy.
- Projects focusing on global warming, climate change, and their impact on local communities.
- Educational initiatives addressing migration, social justice, and human rights through statistical analysis.
- Use of local data and case studies to make statistics education more relevant and engaging for students.

Key Area 3: Educational Efforts to Overcome or Connect with Systemic or Endemic Issues
Contributions in this area should address the challenges and systemic issues that hinder the effectiveness of statistics education. Topics may include:

- Strategies to support teachers with limited resources and technology in delivering high-quality statistics education.

- Efforts to introduce and integrate new educational technologies in statistics and data science education.
- Programs aimed at bridging the gap between urban and rural education settings in terms of access to statistical resources and training.
- Case studies of successful interventions that have improved statistics education in resource-constrained environments.

3. SUBMISSION GUIDELINES

Expressions of interest to contribute to this Special Issue should be submitted by **15 October 2024**, and include: (A) Tentative title of the proposed paper, (B) Author names, affiliations and email addresses, (C) The Key Area(s) to which the submission applies, (D) A structured abstract of 300-400 words (For example - for empirical papers, include subsections about: Purpose & Importance, Design/Methodology, Results, Implications and contributions to theory & practice), (E) a brief CV (100-200 words per each author: describe professional/academic background and areas of work/research).

Please send all materials as a single PDF to [Daniel Frischemeier](#).

Authors will be informed by **15 November 2024** about the editorial decision and invitation to submit a full manuscript to this Special Issue. Full papers are expected to be submitted by **15 May 2025**, via the SERJ [online submission system](#).

Manuscripts should be submitted in accordance with the SERJ Template, which can be downloaded [here](#).

Manuscripts should follow the SERJ general author guidelines, including regarding manuscript organization, formatting, and permissible word counts and overall length. The SERJ author guidelines can be found [here](#).

All submissions must be written in English to undergo the review process. After a manuscript written in English is accepted for publication, authors can submit a second version of the manuscript written in a different language for distribution. It is the responsibility of the authors to ensure that the other language version is the same as the final English version. Both versions will be made available for download.

The full Special Issue is planned to be published by the **end of 2026**. However, articles for this Special Issue which will be ready for publication earlier will be published online as soon as possible.

Statistical Software



JMP software is easy to use, no-code statistical software for both Windows and Mac. For classroom use, JMP Student Subscription is available for free to students and instructors at jmp.com/student. Step-by-step guides and videos are also available for free at jmp.com/learn. For advanced applications, JMP Pro contains everything in JMP Student plus advanced regression, machine learning, SEM, FDA, Text Mining, and more. Contact the academic team for more details about JMP Pro at academic@jmp.com.

[Go to JMP Website >](#)

News from ISLP

ISLP's International Poster Competition 2024-2025



The International Statistical Literacy Project (ISLP) is pleased to announce that the International Poster Competition for 2024-2025 has now begun. The competition invites school and university students from around the world to design a statistical poster. The previous competition in 2022-2023 attracted around 20000 students from around the world. 15 countries have already signed up to the 2024-2025 competition.

[Sign Up Here](#)

The logo for the International Association for Statistical Education (IASE) is centered in a large, light orange square. The letters 'IASE' are rendered in a white, serif font, with the 'I' and 'A' being smaller and positioned to the left of the larger 'S' and 'E'.

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