



Statistics Education Research Journal

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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>

Submissions

Manuscripts must be submitted by email, as an attached Word document, to co-editor Tom Short <tshort@iup.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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EDITORIAL

I have recently returned from the second biennial United States Conference on Teaching Statistics (USCOTS 2), held in Columbus, Ohio. At the conference Joan Garfield, a member of the *SERJ* Editorial Board, received the CAUSE/USCOTS Lifetime Achievement award. In a special presentation at the conference, Joan reflected on the statistics education research collaborations in her past and present. It is clear that the field of statistics education research has developed because of Joan's curiosity, motivation, and perseverance in locating research spread among many and varied disciplines including mathematics, psychology, education and statistics. From 1987 through 1999 Joan published the *Newsletter of the International Study Group for Research on Learning Probability and Statistics*, which later evolved into the *Statistical Education Research Newsletter* (2000 through 2001) and finally into what *SERJ* is today. Thank you, Joan, and congratulations on your well-deserved recognition.

A healthy strand of statistics education research sessions ran through the program at USCOTS 2. Some presenter names familiar to *SERJ* readers included Beth Chance, Bob delMas, Marsha Lovett, and Mike Shaughnessy, in addition to Joan. We were also given a glimpse into the future of research in our area when Joan acknowledged her current Statistics Education Doctoral students at the University of Minnesota. I hope that the success of Joan's program will inspire others to sprout up around the world.

Iddo Gal and I have been working behind the scenes to disseminate awareness of *SERJ*, and I am pleased to report that *SERJ* is now listed in two indexing services. One is "Cabell's Directory of Publishing Opportunities" (www.cabells.com) and the second is PsycINFO, which is managed by the American Psychological Association (see www.apa.org/psycinfo/about/covlist.html). We are working out the details of also listing *SERJ* abstracts in EBSCOhost (see www.epnet.com), and will continue to seek other opportunities to abstract *SERJ* in indices so that researchers will be able to easily find the work we publish.

Iddo and I have also been monitoring the acceptance rate for manuscripts submitted to *SERJ*. We received 30 manuscripts in 2006, and four of them have so far been accepted for publication in *SERJ*. A few more of these are still in revision and may eventually be accepted and published. The acceptance rate indicates the selectivity and high standards we maintain for *SERJ*, but it also suggests that there is plenty of room for more high quality manuscripts from statistics education researchers.

As Iddo's term as *SERJ* co-editor comes to an end, we will be announcing a new co-editor later this year. Thanks to Iddo for his leadership, creativity, and attention to detail during his term.

Please enjoy the articles and announcements in this new issue of *SERJ*, and note the Call for Papers for a Special Issue on Reasoning about Informal Statistical Inference. Thank you for reading the journal, and please consider sending the results of your own research to us!

TOM SHORT, for IDDO GAL