



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>

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TABLE OF CONTENTS

Editorial	2
Call for Nominations for New Co-Editor	3
Call for Papers: Qualitative Approaches in Statistics Education Research	5
Andrew S. Zieffler and Joan B. Garfield <i>Modeling the Growth of Students' Covariational Reasoning During an Introductory Statistics Course</i>	7
Jane M. Watson <i>The Influence of Variation and Expectation on the Developing Awareness of Distribution</i>	32
Colin Carmichael, Rosemary Callingham, Jane Watson, and Ian Hay <i>Factors Influencing the Development of Middle School Students' Interest in Statistical Literacy</i>	62
Katie Makar and Andee Rubin <i>A Framework for Thinking about Informal Statistical Inference</i>	82
Brandon K. Vaughn <i>An Empirical Consideration of a Balanced Amalgamation of Learning Strategies in Graduate Introductory Statistics Classes</i>	106
Forthcoming IASE Conferences	131
Other Forthcoming Conferences	136

EDITORIAL

Welcome to Volume 8 of *SERJ*! My term as co-editor will expire at the end of this year. At that point, I am pleased to note that I will have been co-editor for half of *SERJ*'s existence. The end of my term signals another important transition for *SERJ*. Please see the "Call for Nominations" beginning on page 3 for a description of the job of co-editor, and please feel free to self-nominate. I think that Iddo Gal, who overlapped with me as co-editor during the first half of my term, would agree that he and I are not true statistics education researchers. We served as "caretaker" co-editors, developing the vision and maintaining the processes for *SERJ* as the statistics education research field continues to mature.

The current continuing co-editor, Peter Petocz, is an established statistics education researcher. Peter will provide the leadership to publish a special issue on "Qualitative Issues in Statistics Education Research" in 2010. See page 5 for more information on this special issue.

It is vital that a second leader in the discipline come forward to join Peter in the role of co-editor. Please consider self-nominating or encouraging qualified researchers you know to consider the position.

SERJ has grown in two notable dimensions during my term as co-editor. First, we are receiving more manuscripts than in the past. As I write, we have received 18 manuscripts in 2009. In 2008 we received our 18th manuscript in June, and in 2007 the 18th manuscript arrived in August. Clearly, the field is growing and the number of articles *SERJ* publishes will grow as well. Second, *SERJ* is now indexed in high-visibility databases such as EBSCOhost and PSYCinfo. We are currently in discussions with ERIC to list *SERJ* as well.

Of course, *SERJ* continues to face challenges. Our review process is often unacceptably slow. As the co-editor managing the review process, I take responsibility for the delays that have frustrated authors and reviewers. The Associate Editors and reviewers must also accept the workload that accompanies increasing submission rates. Thanks to Joan Garfield and her graduate students at the University of Minnesota, we have a new database of *SERJ* reviewers available. The new database will not only expand the list of potential reviewers but will also facilitate matching reviewers with manuscripts relevant to reviewer expertise. It is difficult to adequately blind the identities of authors and reviewers, in light of immediate Web search capabilities and the inclusion of non-print technologies in some submissions. As Iddo has noted in the past, one of the the biggest challenge we face is to mentor researchers, authors, reviewers, and Editorial Board members from developing countries.

As the end of my term approaches, I thank Carmen Batanero, Flavia Jolliffe, Iddo Gal, Peter Petocz, Chris Wild, and especially Joan Garfield and Beth Chance for their advice, guidance, prodding, and support over the past four years. I have found the position of *SERJ* co-editor to be educational and rewarding.

I hope that you enjoy the articles published in this first issue of 2009. Thank you for the opportunity to serve you as co-editor.

TOM SHORT