THIS IS THE TITLE OF MY PAPER

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ABSTRACT

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Keywords: Statistics education research; Keyword/keyword phrase 2; Keyword/keyword phrase 3; Keyword/keyword phrase 4

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Figure 1. Interplay between context and statistics

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Table 1. Percentage of responses in the questionnaire

|  |  |
| --- | --- |
|  | Type of response |
|  | A | B | C |
| Item 1 | 12 | 35 |  |
| Item 2 |  | 7 |  |
| Item 3 | 3 |  |  |
| Item 4 |  |  | 43 |

Insights that the statistics education community badly needs to have, even though it may not know it yet. Insights that the statistics education community badly needs to have, even though it may not know it yet. Insights that the statistics education community badly needs to have, even though it may not know it yet. Insights that the statistics education community badly needs to have, even though it may not know it yet. Insights that the statistics education community badly needs to have, even though it may not know it yet. Insights that the statistics education community badly needs to have, even though it may not know it yet. Insights that the statistics education community badly needs to have, even though it may not know it yet.

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If you have student responses are transcripts to include then place them in a table and use the ‘.Table/Figure Body’ Style. This makes formatting of the content much more consistent.

|  |  |
| --- | --- |
| Intv: | So what were you doing here? |
| Carl: | I put…I tried to scrunch up all of the numbers as close as I could to the mean, and tried to make a new mean in this case. And, uh, it wouldn’t have worked if I were to have switch, if I were to have it in progressive order of small orange, medium blue, to big red. |
| Intv: | Mm hmm. |
| Carl: | Because the red is the biggest. You want it to be that in between so the mean is going to, so that you’ll have the mean more with the more amount of numbers, basically. |

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