

Book Reviews

Lajoie S. P. (Ed.)

Reflections on Statistics Learning, Teaching and Assessment in Grades K-12

(The Studies in Mathematical Thinking and Learning Series)

Mahwah, NJ: Lawrence Erlbaum Ass., 1998. – 334 p.
ISBN 0-8058-1972-X

David Green, Loughborough (UK)

1. Introduction

This book is one outcome of an attempt to address issues relating to statistics at the pre-college level through the creation of an interdisciplinary working group consisting of mathematics educators, cognitive scientists, teachers, and statisticians. The brief was to address the challenge in a manner that could help teachers and researchers make informed decisions about how to introduce statistics in grades K-12. A premise shared by the contributors is that by introducing statistics in the K-12 period, students will be better prepared for decision making in the real world. This volume represents an interdisciplinary effort to construct an understanding of how to enhance statistics education and assessment for students in elementary and secondary schools.

2. An overview of the book

2.1 Section 1: "Statistical Content for School Mathematics"

In the first section – on the statistical content of school mathematics – it is rightly pointed out, the issues of *statistical content and conceptual understanding* need to be investigated concurrently, and there is a dearth of such studies. Nevertheless some progress has been made, and one aim of this book is to encourage further work. At this level in particular the issue of how *informal knowledge* can be used as a guide to instruction is important. Most work has been in the rather limited field of probability, but work on children's intuitions about modelling is reported. As the introduction says, "only by documenting cognitive skills and the characteristics that differentiate the skilled from the unskilled learner for each content area ... can we improve the teaching and assessment of such under-

standing". The section provides a clear indication of the capabilities of high school students and how progression can be promoted. A significant theme is the need to develop critical skills and attitude to statistical data, rather than simply computational and presentational skills. This is exemplified by the laudable assertion that "every high-school graduate must be educated to be an intelligent consumer of data ... and to judge the value of data produced by others". The point is well made that statistics is about numbers *in context*.

2.2 Section 2: "Teaching Statistics"

The second section has chapters on graphical representation and professional development for teachers. The authors address the issue of how to build on students' prior knowledge in the context of graphical representation and data interpretation, emphasising the construction of relationships and extending understanding through multiple contexts. There is discussion of the problems of teacher education and an innovative professional development programme is described.

2.3 Section 3: "Learning Statistics"

The third section contains three chapters. The first two provide detailed examinations of the development of understanding of chance and uncertainty, demonstrating transitions in mental models of statistical understanding. The third chapter explores simulations as vehicles for statistical understanding.

2.4 Section 4: "Assessing Statistics"

The fourth section is on assessment which has an important role in both shaping the curriculum and informing teacher and student of progress made. The point is made that statistical understanding is difficult to define and assess in general terms and communication is a key concept. Verbal rather than written modes of working (and assessing) may be more appropriate, and multiple methods of assessment need to be encouraged. A theme throughout the book is the need to marry instruction and assessment into a unified whole curriculum.

3. A closer look at chapters of the book

3.1 Chapter 1: "What every high school graduate should know"

This chapter, by the respected authorities Sheaffer, Watkins and Landwehr, is a *tour de force* of statistics at the school level, with excellent sections on number sense, variables,

Reflections On Statistics Agendas For Learning Teaching And Assessment In K 1

Jane M. Watson



Reflections On Statistics Agendas For Learning Teaching And Assessment In K 1:

The Challenge of Developing Statistical Literacy, Reasoning and Thinking Dani Ben-Zvi, Joan Garfield, 2006-02-23

Research in statistics education is an emerging field with much of the work being published in diverse journals across many disciplines. Locating and synthesizing this research is often a challenging task as is connecting the research literature to practical issues of teaching and assessing students. This book is unique in that it collects, presents, and synthesizes cutting edge research on different aspects of statistical reasoning and applies this research to the teaching of statistics to students at all educational levels. Unlike other books on how to teach statistics or educational materials to help students learn statistics, this book presents the research foundation on which teaching should be based. The chapters in this volume are written by today's leading researchers in statistics education. This volume will prove of great value to mathematics and statistics education researchers, statistics educators, statisticians, cognitive psychologists, mathematics teachers, mathematics and statistics curriculum developers, and quantitative literacy experts in education and government.

Statistical Literacy at School Jane M. Watson, 2013-05-13. This book reveals the development of students' understanding of statistical literacy. It provides a way to see student thinking and gives readers a deeper sense of how students think about important statistical topics. Intended as a complement to curriculum documents and textbook series, it is consistent with the current principles and standards of the National Council of Teachers of Mathematics. The term statistical literacy is used to emphasize that the purpose of the school curriculum should not be to turn out statisticians but to prepare statistically literate school graduates who are prepared to participate in social decision making. Based on ten years of research with reference to other significant research as appropriate, the book looks at students' thinking in relation to tasks based on sampling, graphical representations, averages, chance, beginning inference, and variation, which are essential to later work in formal statistics. For those students who do not proceed to formal study as well as those who do, these concepts provide a basis for decision making or questioning when presented with claims based on data in societal settings. *Statistical Literacy at School: Growth and Goals* establishes an overall framework for statistical literacy in terms of both the links to specific school curricula and the wider appreciation of contexts within which chance and data handling ideas are applied. It demonstrates within this framework that there are many connections among specific ideas and constructs, provides tasks adaptable for classroom or assessment use that are appropriate for the goals of statistical literacy, presents extensive examples of student performance on the tasks, illustrating hierarchies of achievement to assist in monitoring gains and meeting the goals of statistical literacy, and includes a summary of analysis of survey data that suggests a developmental hierarchy for students over the years of schooling with respect to the goal of statistical literacy. *Statistical Literacy at School: Growth and Goals* is directed to researchers, curriculum developers, professionals, and students in mathematics education as well as those across the curriculum who are interested in students' cognitive development within the field, to teachers who want to focus on the concepts involved in statistical literacy.

without the use of formal statistical techniques and to statisticians who are interested in the development of student understanding before students are exposed to the formal study of statistics *Reflections on Statistics* Susanne P. Lajoie, 2012-10-12 An issue in the current push for reform in mathematics education is the call to address statistics at the precollege level This volume represents the emerging findings of an interdisciplinary collaboration among a group of mathematics educators cognitive scientists teachers and statisticians to construct an understanding of how to introduce statistics education and assessment for students in elementary and secondary schools A premise shared by the contributors to this volume is that when students are introduced to statistics at the K 12 level and provided with opportunities to do statistics that are related to actual life situations they will be better prepared for decision making in the real world The interdisciplinary nature of the group of researchers stimulated a lively interchange of ideas for enhancing the learning teaching and assessment of statistical understanding which is reflected in this volume Mathematics educators contribute their insights into how teachers teach mathematical ideas and heighten our awareness of the ecological needs of the current mathematics classroom Cognitive scientists share their understanding of developmental differences in learning and present theoretical perspectives that contribute to the design of effective learning environments Classroom teachers share their ideas about classroom activities and assessment of student learning as well as their concerns for in service training and workshops to help teachers acquire skills in this new content area Statisticians offer their understanding of what is feasible to teach in the early grades and what their view is of statistical literacy The book is organized around four interdependent themes content teaching learning and assessment By focusing their respective chapters on particular themes the authors intend to cultivate a better understanding of how each relates to improvements in statistics education This is the first book to address statistics learning in grades K 12 address issues of statistical curriculum content in grades K 12 address issues of assessment of statistics learning in grades K 12 bring issues of technology instruction and assessment in statistics education in grades K 12 and look at teacher education for statistics instruction in grades K 12 This is a must read book for both practitioners and researchers involved in K 12 mathematics education *Teaching and Learning Stochastics* Carmen Batanero, Egan J Chernoff, 2018-03-01 This book presents a collection of selected papers that represent the current variety of research on the teaching and learning of probability The respective chapters address a diverse range of theoretical empirical and practical aspects underpinning the teaching and learning of probability curricular issues probabilistic reasoning misconceptions and biases as well as their pedagogical implications These chapters are divided into THREE main sections dealing with TEACHING PROBABILITY STUDENTS REASONING AND LEARNING AND EDUCATION OF TEACHERS In brief the papers presented here include research dealing with teachers and students at different levels and ages from primary school to university and address epistemological and curricular analysis as well as the role of technology simulations language and visualisation in teaching and learning probability As such it offers essential information for teachers researchers and

curricular designers alike **Statistics in Early Childhood and Primary Education** Aisling Leavy, Maria Meletiou-Mavrotheris, Efi Paparistodemou, 2018-07-23 This compilation focuses on the theory and conceptualisation of statistics and probability in the early years and the development of young children's ages 3-10 understanding of data and chance. It provides a comprehensive overview of cutting edge international research on the development of young learners reasoning about data and chance in formal, informal and non-formal educational contexts. The authors share insights into young children's statistical and probabilistic reasoning and provide early childhood educators and researchers with a wealth of illustrative examples, suggestions and practical strategies on how to address the challenges arising from the introduction of statistical and probabilistic concepts in pre-school and school curricula. This collection will inform practices in research and teaching by providing a detailed account of current best practices, challenges and issues and of future trends and directions in early statistical and probabilistic learning worldwide. Further, it will contribute to future research and theory building by addressing theoretical, epistemological and methodological considerations regarding the design of probability and statistics learning environments for young children.

The Assessment Challenge in Statistics Education Iddo Gal, Joan B. Garfield, 1997 This book discusses conceptual and pragmatic issues in the assessment of statistical knowledge and reasoning skills among students at the college and precollege levels and the use of assessments to improve instruction. It is designed primarily for academic audiences involved in teaching statistics and mathematics and in teacher education and training. The book is divided into four sections: 1. Assessment goals and frameworks; 2. Assessing conceptual understanding of statistical ideas; 3. Innovative models for classroom assessments; and 4. Assessing understanding of probability.

Concept-Rich Mathematics Instruction Meir Ben-Hur, 2006-06-15 A constructivist approach to mathematics instruction focusing especially on how teachers can use dialogue to identify and overcome student misconceptions.

Developing Students' Statistical Reasoning Joan Garfield, Dani Ben-Zvi, 2008-09-08 Increased attention is being paid to the need for statistically educated citizens. Statistics is now included in the K-12 mathematics curriculum; increasing numbers of students are taking courses in high school and introductory statistics courses are required in college. However, increasing the amount of instruction is not sufficient to prepare statistically literate citizens. A major change is needed in how statistics is taught. To bring about this change, three dimensions of teacher knowledge need to be addressed: their knowledge of statistical content, their pedagogical knowledge, and their statistical pedagogical knowledge, i.e. their specific knowledge about how to teach statistics. This book is written for mathematics and statistics educators and researchers. It summarizes the research and highlights the important concepts for teachers to emphasize and shows the interrelationships among concepts. It makes specific suggestions regarding how to build classroom activities, integrate technological tools, and assess students' learning. This is a unique book. While providing a wealth of examples through lessons and data sets, it is also the best attempt by members of our profession to integrate suggestions from research findings with statistics concepts and pedagogy. The book's

message about the importance of listening to research is loud and clear as is its message about alternative ways of teaching statistics This book will impact instructors giving them pause to consider Is what I m doing now really the best thing for my students What could I do better J Michael Shaughnessy Professor Dept of Mathematical Sciences Portland State University USA This is a much needed text for linking research and practice in teaching statistics The authors have provided a comprehensive overview of the current state of the art in statistics education research The insights they have gleaned from the literature should be tremendously helpful for those involved in teaching and researching introductory courses Randall E Groth Assistant Professor of Mathematics Education Salisbury University USA **Thinking with Data** Marsha Lovett, Priti Shah, 2007 First Published in 2007 Routledge is an imprint of Taylor Francis an informa company **The Nature of Mathematical Thinking** Robert J. Sternberg, Talia Ben-Zeev, 2012-10-12 Why do some children seem to learn mathematics easily and others slave away at it learning it only with great effort and apparent pain Why are some people good at algebra but terrible at geometry How can people who successfully run a business as adults have been failures at math in school How come some professional mathematicians suffer terribly when trying to balance a checkbook And why do school children in the United States perform so dismally in international comparisons These are the kinds of real questions the editors set out to answer or at least address in editing this book on mathematical thinking Their goal was to seek a diversity of contributors representing multiple viewpoints whose expertise might converge on the answers to these and other pressing and interesting questions regarding this subject The chapter authors were asked to focus on their own approach to mathematical thinking but also to address a common core of issues such as the nature of mathematical thinking how it is similar to and different from other kinds of thinking what makes some people or some groups better than others in this subject area and how mathematical thinking can be assessed and taught Their work is directed to a diverse audience psychologists interested in the nature of mathematical thinking and abilities computer scientists who want to simulate mathematical thinking educators involved in teaching and testing mathematical thinking philosophers who need to understand the qualitative aspects of logical thinking anthropologists and others interested in how and why mathematical thinking seems to differ in quality across cultures and laypeople and others who have to think mathematically and want to understand how they are going to accomplish that feat

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