

DG8 STOCHASTICAL THINKING, LEARNING AND TEACHING

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This group will continue to discuss the relationship between stochastical and mathematical thinking, learning, and teaching from multiple perspectives. Specific themes to be addressed may be:

- The social significance of stochastics education, and its connection to other areas of psychology and mathematics
- Curriculum issues – syllabus, textbooks, software, assessment
- Research issues in stochastics—what is new, what is going on, what should be researched in the future?

Participants in the Sixth International Conference on Teaching Statistics and in the Second and Third International Research Forum on Statistical Reasoning, Thinking and Literacy are encouraged to participate in the discussion.

As of this posting, short contributions have been submitted by:

- Kay McClain (USA)-- Supporting Teachers' Understandings of Data Analysis
- Laura Martigon (Germany)--The natural frequency approach for teaching youngsters how to deal with risks.
- David Pratt (UK)--A theoretical framework for the micro-evolution of probabilistic knowledge
- Jane Watson (Australia) elementary students' statistical thinking—comparison of data sets
- Mike Shaughnessy (USA)--a research project on middle and secondary students' concepts of variability—comparison of data sets
- Susan Friel(USA)-- the interaction of software with the way statistical concepts are framed—comparison of data sets

One of the two discussion group meetings will concentrate on students' thinking when comparing data sets.