Newsletter of the Section on Statistical Education of the American Statistical Association

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Report from the Chair

Linda Young
University of Florida

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Every ASA Section has a core of members that work diligently to advance the ideals held by that Section; these people are the heart of the Section and keep it healthy and moving forward. However, the Section on Statistical Education seems to me to be unique in that the proportion of its members who are eager to become involved in Section activities is truly amazing. Thank you for the time, energy, and ideas that you are all willing to give so freely. I want to take this opportunity to update you on a couple of things and then to recognize a few who have worked so diligently on our behalf.
At last year’s JSM, ASA’s draft strategic plan was presented to the membership. Our Section’s Executive Committee decided that the Section needed to develop its own strategic plan, using the ASA plan as a foundation. With membership initiative funding, the strategic planning process was a major part of our 2008 JSM activities. A small group, comprised of Ann Cannon, Bob delMas, Robert Gould, Jackie Miller, June Morita, and Jessica Utts, met with a professional facilitator, Charles Goretsky, the Saturday before JSM. (Jessica identified Charlie, and he graciously donated his services. We only covered his expenses.) Saturday evening the Executive Committee reviewed the draft strategic objectives developed by the small group, suggesting some minor revisions. The updated plan was discussed at the Section’s business meeting on Wednesday of JSM and then sent to our membership. Some good feedback has been received, which will result in further revisions. The Executive Committee will then review the revised set of strategic objectives and, if accepted, they will be adopted by the Section. Bob delMas, 2009 Section chair, has been fully involved in the strategic planning process, and he will provide wonderful leadership in using the strategic plan to provide focus and to enhance the already strong work of the Section.

Thanks to a generous donation from former ASA Executive Director Ray Waller and his wife Carolyn, the Waller Education Award provides recognition to an individual who has been teaching full-time for ten or fewer years, and who has demonstrated innovation in the instruction of elementary statistics. For some time, there has been a desire to award the Waller Education Award on Tuesday night of JSM. From its inception, this award has been administered by our Section, but only association-wide awards are recognized on Tuesday night. Thus, our Executive Committee was faced with whether to give up control of the award for the broader recognition. After thorough discussion and recognizing that the appointments to a Waller award committee would most likely come from our Section membership, a proposal to make the award an ASA award was presented to the Committee on Meetings. The committee will discuss this proposal during a conference call toward the end of October. After that time, we will know whether our Section will continue to administer this award or whether ASA will. In either case, please start planning now to nominate someone who is truly worthy of this recognition.

Each year ASA members nominate their peers for recognition as ASA fellows. According to the ASA by-laws: "By the honorary title of Fellow the Association recognizes full members of established reputation who have made outstanding contributions in some aspect of statistical work." This Section has a number of Fellows, and we were fortunate to have six more members become Fellow this year: Katherine T. Halvorsen, Joseph W. Hogan, Carl Lee, Jill M. Montaquila, Walter W. Stroup, and Dennis L. Young. No one becomes a Fellow without a peer nominating them. I want to thank the Section members who took the time and energy to nominate someone as a Fellow, whether that person was selected this year or not. (The number of recipients is limited to only 1/3 of 1% of the ASA membership.) Please consider nominating someone who is deserving of this award.

This Section has a great tradition of a strong JSM program and that tradition was certainly continued this year. Thank you, Jackie Miller, for organizing a vibrant array of sessions for the 2008 JSM and, Peter Westfall, for organizing wonderful round tables for the 2008 JSM and for your ongoing work organizing our program for the 2009 JSM.
Thank you, Deb Rumsey, for continued leadership on our Stat Ed booth at JSM and to the following volunteers who manned the booth this year: Carmen Acuna, Gidean Bahn, Carol Bigelow, Sarah Boslaugh, Steve Dafilou, Bob delMas, Kay Endriss, Chris Franklin, Joan B. Garfield, Rob Gould, Bob Granzow, Katherine Halverson, Pat Humphrey, Dean Isaacson, Roger Johnson, Gary Kadar, Terry King, Carl Lee, David Loewen, Megan Mocko, Adam Molnar, Julia Norton, Roxy Peck, Amy Phelps, Rebecca Pierce, Paul Plummer, Neal Rogness, Deepak Sanjel, Sue Schou, Leigh Slauson, Norean Sharpe, Walt Stroup, Gail Tudor, Dex Whittinghill, and David Zeitler.

Thank you, Jackie Dietz, for your work on the newsletter, web page and mailing list. Thanks also to you, Joan Garfield, for your tremendous work on the newsletter. In spite of your hectic schedule at JSM, Ron Wasserstein, you have continued to organize the contributed paper award, and you deeply deserve our appreciation. Thank you, members of the small strategic planning group, for both your initial and continuing efforts to develop a strategic plan for our Section. The entire Executive Committee has been extremely responsive and has done their jobs very well; I want to thank you for those efforts. Finally, I want to thank 2008 Past Chair Jessica Utts. Jessica, you always bring a positive attitude, wisdom, and support to all Section activities; thank you.

Thanks to every single Section member because you contribute to the success of the Section and to Statistical Education.

Linda

Editors

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Comments and suggestions for the improvement of the newsletter are most welcome, and should be sent to a member of the editorial board.

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MARK YOUR CALENDAR

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June 25-27, 2009
United States Conference on Teaching Statistics
The Ohio State University
http://www.causeweb.org/uscots/

August 1-6, 2009
Joint Statistical Meetings
Washington, DC, USA

July 11-16, 2010
8th International Conference on Teaching Statistics
Ljubljana, Slovenia
http://icots8.org/

Report on JSM 2009
We have four interesting invited sessions for JSM 2009:

1. Teaching Bayesian Statistics to Non-Statisticians, with speakers Byron Gajewski, Andrew Gelman, Delene Stangl, and Greg Allenby; Joe Gonzalez will chair.
2. Statistics in the "Research Methods" Courses, with speakers Mary Mays, Sam Woolford, Patricia Rutledge, and Mari Palta; Deborah Dawson will chair.
3. Who is Teaching the Statistics Courses?, with speakers Paul Fields, Bob delMas, Adriana Perez, and Satterlee, Aaron; Katherine Halvorsen will chair.
4. Stirring the Pot: Radical Ideas in Statistics Education, speakers are Thaddeus Tarpey, David Zeitler, Erin Blankenship, and Andrew Zieffler; Chair is Lorrie Hoffman.

We submitted two competition sessions, but sadly neither was selected. Nevertheless, the competition sessions that were organized, and others that many Stat-Ed-ers have sent me, would make great Topic Contributed Sessions. Please consider organizing a Topic Contributed Session for 2009 JSM. These sessions allow more time for speakers, are better attended, and have greater impact than the ordinary contributed sessions.

Please contact me at peter.westfall@ttu.edu if you have any questions, and see you at JSM2009!

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**USCOTS**

Deb Rumsey

The third biennial United States Conference on Teaching Statistics (USCOTS) will be held at The Ohio State University on June 25-27, 2009. The conference is hosted by CAUSE (Consortium for the Advancement of Undergraduate Statistics Education).

The overarching goals of USCOTS are to: 1) Hold a national conference that focuses on undergraduate level statistics education (including AP Statistics); 2) Share ideas, methods, and
research results regarding what teachers want and need to know about teaching statistics; 3) Facilitate teachers incorporating new ideas, methods, and resources into their existing courses and programs; and 4) Promote connections between all teachers of undergraduate level statistics throughout the country.

The theme of USCOTS 09 conference is "Letting Go to Grow." Questions to be addressed include: Are we trying to fit in too much to have a "good" statistics course? Can we retool and rethink our courses to better meet our goals? What should we let go of in order to grow?

Our lineup of plenary speakers is outstanding again this time, including George Cobb (Mt. Holyoke College); Ron Wasserstein (Executive Director, ASA), Dani Ben-Zvi, (University of Haifa, Israel); Chris Wild (The University of Auckland, New Zealand); and Peter Ewell (Center for Higher Education Management Systems).

Please plan to join us for what promises to be an interesting, thought-provoking, and fun conference!

Information about USCOTS 09 is located on our website: www.causeweb.org/uscots. Registration information and a call for contributed posters will be made soon. If you have any questions, feel free to email Deb Rumsey, USCOTS 09 program chair, at rumsey@stat.osu.edu.

Professors and Statisticians Needed for the AP Statistics Program

Christine Franklin

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Are you interested in earning some extra money and meeting new teachers with a passion for statistics? If so, consider becoming an AP Statistics Reader. Expenses (travel, lodging, and meals) are paid by the Educational Testing Service, and you will receive a stipend for your work. To complete an online application form, point your browser to http://apcentral.collegeboard.com/apc/public/homepage/4137.html

Previous readers have said:

- The reading has been more valuable to me than any other professional development activity, conference, or workshop;
This experience has improved my courses and led to beneficial projects and activities for my students;  
I used to think I could write good exam questions, but this process has increased my awareness of and sensitivity to many new issues;  
The reading has become an annual meeting place for me and my friends;  
A wonderful educational and networking experience every summer.

The 2009 Reading will be held from June 5-11 in Louisville, KY. Each new reader will be paired with an experienced reader, and we will not assume that you have previous experience using holistic scoring. A holistic approach, rather than an analytical approach, is used to grade the free response questions because we have discovered over the years that the holistic approach works very well for problems with multiple correct approaches where strong emphasis is placed on interpretation and communication. At the 2008 reading, we graded approximately 110,000 exams. In 2009, we are predicting approximately 120,000+. Your help is very much needed!

The social committee organizes a variety of voluntary activities that have included participation in numerous sporting events, playing cards and board games, shopping, watching movies, visiting local attractions such as the Louisville Slugger Museum and Fourth Street Live, attending minor league baseball games, sharing best practices from your classroom, and relaxing in the social lounge. We also have a professional night where a prominent individual in statistics addresses the group. In 2009, Tom Moore, Professor at Grinnell College and longtime advocate in the arena of statistics education, has agreed to join us.

If you have any questions, contact Christine Franklin, the Chief Reader, at chris@stat.uga.edu for more information.

TISE to Publish Volume 2 in Fall 2008

Rob Gould, Editor

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The new e-journal Technology Innovations in Statistics Education (TISE) continues to attract a large number of readers, a year after its launch. To date, there have been roughly 3700 downloads of the articles in Issue 1, Volume 1 with a median number of downloads per article of about 630. Issue 1, Volume 2 will be published this Fall, and can be found at http://tise.stat.ucla.edu. Readers who would like to be alerted when the issue is published should visit the website and join the mailing list.
After publication of the first issue, TISE has received roughly one submission per month and, of course, is interested in receiving many more. Technology has created entire new data types and problems, and these affect not only how we teach, but what we teach. Providing access to these data requires that we teach students not just how to use technology, but how to create and design technology. TISE is looking for scholarly papers that will help statistics educators understand what technology to teach, how to teach it, how to implement technology to improve understanding of statistics, and other issues concerning the integration of technology into statistics education. Papers can be case studies, position papers, or research papers.

The Journal of Statistics Education – Some New and Some Old News

Bill Notz, Editor

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I hope that most readers are familiar with the Journal of Statistics Education. For those who aren’t, our editorial policy for the journal is the following.

The Journal of Statistics Education disseminates knowledge for the improvement of statistics education at all levels, including elementary, secondary, post-secondary, post-graduate, continuing, and workplace education. It is distributed electronically and, in accord with its broad focus, publishes articles that enhance the exchange of a diversity of interesting and useful information among educators, practitioners, and researchers around the world. The intended audience includes anyone who teaches statistics, as well as those interested in research on statistical and probabilistic reasoning. All submissions are rigorously refereed using a double-blind peer review process.

Manuscripts submitted to the journal should be relevant to the mission of JSE. Possible topics for manuscripts include, but are not restricted to: curricular reform in statistics, the use of cooperative learning and projects, innovative methods of instruction, assessment, and research (including case studies) on students’ understanding of probability and statistics, research on the teaching of statistics, attitudes and beliefs about statistics, creative and tested ideas (including experiments and demonstrations) for teaching probability and statistics topics, the use of computers and other media in teaching, statistical literacy, and distance education. Articles that provide a scholarly overview of the literature on a particular topic are also of interest. Reviews of software, books, and other teaching materials will also be considered, provided these reviews describe actual experiences using the materials.
The journal is published three times each year (March, July, and November). New issues are sent to members of the JSE Listserv (if you are not a member of the Listserv, send email to jse@stat.osu.edu indicating that you would like to be added). Access to the journal is free at http://www.amstat.org/publications/jse/. All papers are in html format and include internal and external links. Since 2007, we also provide a pdf version of each paper that can be viewed and downloaded. The advantage of the additional pdf version is that, for purposes of printing a copy, page breaks are at convenient places. Also, some symbols and equations look better in the pdf version. Html does not allow one to put characters above or below others and formulas that include symbols like \( \frac{3}{5} \) or \( \sqrt{2} \) must be pasted in as images. Unfortunately, the resolution of these images is not always of the highest quality.

For those of you who are familiar with the journal, there are two new things that I hope you will find interesting. First, we have created a page that contains links to all applets and interactive Excel spreadsheets that have appeared in the journal. You can link to this page from the journal’s home page (or from any page at the web site). Click on the "Interactive Computing Archive" link in the left margin. We hope that this will make it easier for teachers to locate useful applets. My thanks to Bob Stephenson at Iowa State University who put this page together.

Second, I plan to create a "best paper" prize for the journal. The prize would be enough to cover travel expenses to the Joint Statistical Meetings and two nights stay. This is still in development, but I would like to implement it in 2009. When finalized, I will send an announcement through the JSE Listserv.

JSE is the second journal I have edited. I have learned that the real work is done by the Associate Editors and referees. The quality of the reviews determines the quality of the journal, and JSE is fortunate to have a superb editorial board, who recruit great referees. Thanks to all who have contributed to the journal.

Journal of Statistics Education
jse@stat.ohio-state.edu
http://www.amstat.org/publications/jse/

A Call for Manuscripts: Teaching Statistics

Roger Johnson, Editor

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*Teaching Statistics* is a journal aimed at teachers of students aged up to 19 who use statistics in their work. The emphasis is on teaching the subject and addressing problems that arise in the classroom. *Teaching Statistics* seeks to inform, enlighten, stimulate, correct, entertain and encourage. Contributions should be light and readable -- formal mathematics should be kept to a minimum.

Articles, normally no more than 3,000 words in length, may be of a general nature or aimed specifically at one of our specialist sections:

- Classroom Notes: Shorter items containing good ideas worth sharing
- Computing Corner: New developments and ideas in statistical software
- Curriculum Matters: Articles addressing the curriculum at a national or international level
- Data Bank: Interesting data sets and what to do with them
- Historical Perspective: The lives of statisticians and history of statistics
- Practical Activities: Ideas for 'hands-on' practical activities in the classroom

Contributions are also welcomed in the form of smaller items such as notes, letters, problems, poems, quotations or cartoons. Some of our "better" published articles may be freely viewed at the website [http://www.rsscse.org.uk/ts/gtb/contents.html](http://www.rsscse.org.uk/ts/gtb/contents.html). Please peruse this site to get a feel for what types of submissions are desired!

Articles may be sent to me at Roger.Johnson@sdsmt.edu. Also feel free to contact me if you would like me to elaborate on the above or otherwise obtain feedback on materials you think may be appropriate for our journal.

**IASE Report**

Allan Rossman, President

*Newsletter for the Section on Statistical Education*

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The International Association for Statistical Education (IASE) is planning for a Satellite conference to be held in Durban, South Africa in August 2009, on the theme of "Next Steps in Statistics Education." Patrick Murphy (patrick.murphy@ucd.ie) is chairing this conference. All submissions addressing this broad theme will be welcome; the deadline for submission is November 30, 2008. This theme has been chosen to particularly attract papers under the following headings:
1. What constitutes best practice for the curriculum beyond the "Introductory Statistics" course? What courses should follow on for those wishing to major in Statistics and what additional training should we offer to those in other disciplines?
2. What elements of our undergraduate curriculum specifically prepare our students for their careers post-graduation, either in the workplace or as masters/doctoral students? How can we improve these elements?
3. Now that more countries have school curricula that include substantial emphasis on data and chance, how can we better prepare teachers for implementing those curricula? What curricular materials and tools can we develop to improve students' learning of statistics at school level?
4. Since the 1949 formation of its precursor, the ISI Statistical Education Committee, the IASE has matured as an organisation. As we move towards ICOTS 8, we note that great progress has already been made in the field of Statistics Education but the challenge we face now is to consider the next steps that we must take. How can we build on past progress to raise the profile of our field so that it becomes a more visible and vibrant pursuit?

Planning is also continuing very well for the Eighth International Conference on Teaching Statistics (ICOTS), to be held in July 2010 in Slovenia. John Harraway (jharraway@maths.otago.ac.nz) is the conference chair. Among the plenary speakers is Hans Rosling, well known for his TED lectures and gapminder software. More information about the conference, along with beautiful photos of Ljubljana, are available at: http://icots8.org/.

IASE continues to publish Statistics Education Research Journal (SERJ), a peer-reviewed journal available free on the section's website. SERJ will be publishing a special issue this fall on the topic of informal statistical inferential reasoning. All of the Proceedings of IASE conferences are also freely available at this website.

The International Statistical Literacy Project (ISLP), under the direction of Juana Sanchez, has been conducted competitions among school children. One such competition culminated in Lisbon last August, and another competition is underway that will conclude in Durban next August.

This summer IASE held a Roundtable Conference in Monterrey, Mexico on the theme of preparing teachers to teach statistics in school mathematics. This was a joint venture with ICMI (International Commission on Mathematical Instruction). About 80 participants from 25 countries participated in this conference. It was especially gratifying that a large number of representatives from developing countries (including Uganda, Botswana, China, Philippines, Iran, Honduras, Panama and Costa Rica) attended, with some financial assistance from IASE. It was also encouraging that a large number of graduate students and recent graduate students participated and had very fruitful interactions with more experienced colleagues.

Also this summer IASE helped to sponsor a workshop in Los Angeles about the Census-at-School project. This workshop brought together university faculty and government agency officials from countries including Japan, Australia, New Zealand, South Africa, Canada, United Kingdom, and United States. The workshop focused on how to advance and expand the Census-
at-School project, which gives school children access to real data about themselves and their peers around the world.

The IASE sponsored a session at the Joint Statistical Meetings in August, involving discussion of how statistics is taught in schools in various countries.

Please visit the IASE website (http://www.stat.auckland.ac.nz/~iase/) to learn more about the organization, and consider joining if you are not a member.

Workshop on Statistics Education Graduate Programs

Dennis Pearl and Joan Garfield, Co-Chairs

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There will be a special invitational workshop on Developing Graduate Programs in Statistics Education and Supporting Statistics Education Research Faculty. The workshop is funded by a grant from the American Statistical Association and will be held October 24-25, 2008, at ASA Headquarters in Alexandria, VA.

The goal of the 1.5 day workshop is to develop a shared vision of the key components of a quality statistics education graduate program and to draw up a vision statement defining the need and outlining key components that a quality graduate program in statistics education might have. The small group of participants will discuss and examine different models for graduate programs (e.g., within one department, or jointly offered by multiple departments; Ph.D. programs, Masters programs or concentrations; desired depth versus breadth of curriculum across a matrix of interdisciplinary subject matter). A report arising from the workshop will also address issues and recommendations related to placement and support of new PhDs in statistics education as well as for new faculty hires in the area. For more information please contact Joan at jbg@umn.edu.
Now well into its third year, the CAUSE webinar program continues to provide a diverse program of presentations and discussions around statistics education topics. Have a look at http://www.CAUSEweb.org/webinar to view the archived recordings of past webinars and to sign up for the next one. The upcoming slate of topics includes a November 18th presentation by Xiao-Li Meng of Harvard University on his "real-life statistics" course; a December 9th webinar by John Walker of Cal Poly on ethics in the statistics classroom; a January 13th webinar by Jo Hardin of Pomona College on implementing a Statistics Freshman Seminar course; and the February 10th presentation by Joan Garfield, Bob delMas and Andy Zieffler of University of Minnesota on the Adapting and Implementing Innovative Materials in Statistic project (AIMS). All webinars begin at 2 p.m. on the dates above.

National Science Foundation Education Related Programs

Ginger Holmes Rowell

If you are interested in a project in statistics education, there may be grant opportunities to support this work through the National Science Foundation (NSF). The NSF website, http://www.nsf.gov, provides a rich resource for funding opportunities in the educational arena. However, sometimes it can be hard to know exactly where to start. Knowing a little about the structure of the organization can be helpful. NSF is made up of Directorates, which could be thought of like colleges in a university system. One of the Directorates at NSF is the Directorate for Education and Human Resources (EHR) (http://www.nsf.gov/dir/index.jsp?org=EHR). The mission of EHR is to enable excellence in US Science, Technology, Engineering, and Mathematics (STEM) at all levels and in all settings by supporting the development of a diverse and well-prepared workforce in the STEM disciplines as well as in education. There are four divisions in EHR: the Division of Graduate Education (DGE), the Division of Human Resource Development (HRD), the Division of Research on Learning in Formal and Informal Settings (DRL), and the Division of Undergraduate Education (DUE).
On the homepage for any Division at NSF, links for "Programs and Funding Opportunities" are shown. Those links lead to a brief description of the program, associated program officers, and a link to the program solicitation. If you already know that your project idea fits in a given program, then starting with the program solicitation is pretty straightforward. However, when you have an idea but don't know what program it fits in, it can be a little overwhelming for first-time proposal writers to find the match for their ideas. Below is a list of types of activities that might interest statistics educators, followed by the NSF programs which support those activities. Included are the title, acronym, and the acronym for the corresponding NSF Division. Programs may be listed more than once. Cross-cutting agency wide programs are indicated by a * after their acronym designation. Primarily K-12 programs are indicated by **.

**New Materials Development**
Course, Curriculum & Laboratory Improvement (CCLI, DUE)
Advanced Technological Education Projects (ATE, DUE)
National STEM Digital Library (NSDL, DUE)
Research in Disabilities Education (RDE, HRD)
Discovery Research K-12 (DR-K12)**

**Program and Curriculum Development** (Includes Developing Assessment Tools)
Course, Curriculum & Laboratory Improvement (CCLI, DUE)
Advanced Technological Education (ATE, DUE)
STEM Talent Expansion Program (STEP, DUE)
Integrative Graduate Education & Research Training (IGERT, DGE)
Interdisciplinary Training for Undergraduates in Biological & Mathematical Sciences (UBM, BIO/DUE)
Historically Black Colleges and Universities Undergraduate Program (HBCU-UP, HRD)
Tribal Colleges and Universities Program (TCUP, HRD)
Ethics Education in Science and Education (EESE)* serves mainly graduate education
Alliances for Broadening Participation (ABP, HRD) see LSAMP and AGEP listing
Math and Science Partnerships (MSP, DUE)**
Innovative Technology Experiences for Students and Teachers (ITEST, DRL)**
Discovery Research K-12 (DR-K12)**

**Research on Stem Educational Issues**
Research on Gender in Science and Engineering (GSE, HRD)
Research in Disabilities Education (RDE, HRD)
Discovery Research K-12 (DR-K12, DRL)**
Research and Evaluation on Education in Science and Engineering (REESE, DRL)
Partnerships for International Research and Education (PIRE, OISE)
Historically Black Colleges and Universities Undergraduate Program (HBCU-UP)
Alliances for Broadening Participation (ABP, HRD) see LSAMP listing
Math and Science Partnerships (MSP, DUE)**

If you are still unsure where your statistics education project idea might fit with NSF's funding opportunities, then you could contact an NSF program officer and they could help you identify
As you begin to think about writing a proposal, it can be helpful to know what has already been funded by NSF so that you are not re-inventing the wheel. Two recently published articles in the *Journal of Statistics Education*, Volume 16, Number 2 (2008) describe a decade of NSF funded projects in statistics education. Megan Hall and I wrote the articles "Introductory Statistics Education and the National Science Foundation" ([http://www.amstat.org/publications/jse/v16n2/rowell1.html](http://www.amstat.org/publications/jse/v16n2/rowell1.html)) and "Undergraduate Statistics Education and the National Science Foundation" ([http://www.amstat.org/publications/jse/v16n2/rowell2.html](http://www.amstat.org/publications/jse/v16n2/rowell2.html)) to help others learn about previously funded projects so that individuals interested in statistics education would not have to reinvent the wheel, but could build on existing work. You can find out more information about the 150 statistics education projects listed in the appendices of these articles as well as other NSF funded projects by searching the "NSF Awards Search" webpage ([http://www.nsf.gov/awardsearch/](http://www.nsf.gov/awardsearch/)).

(This information was submitted by Ginger Holmes Rowell. Ginger is on a leave of absence from Middle Tennessee State University where she is a Professor of Mathematics to work at the National Science Foundation in the Division of Undergraduate Education. The views and opinions expressed here are those of the author and do not necessarily reflect the views and opinions of the National Science Foundation. The primary information for this document was provided by Dr. Terry Woodin, NSF DUE Program Officer.)
4. "A framework to support research on informal inferential reasoning" by Andrew Zeissler, Joan Garfield, Robert Delmas and Chris Reading
5. "Exploring beginning inference with novice grade 7 students" by Jane Watson
6. "Developing young students' informal inference skills in data analysis" by Eli Paparistodemou and Maria Meletiou-Mavrotheris
7. "Local and global thinking in statistical inference" by Dave Pratt, Peter Johnston-Wilder, Janet Ainley and John Mason
8. "Statistical inference at work: statistical process control as an example" by Arthur Bakker, Phillip Kent, Jan Derry, Richard Noss and Celia Huyles

This edition is the culmination of a project set up by one of SERJ's previous editors, Iddo Gal. It will provide a very useful and timely analysis of a currently important topic in statistics education.