Serving as chair of the Section on Statistical Education is an exciting opportunity, and I have already been busy having submitted letters of support for several Strategic Initiative proposals related to statistics education. I want to thank everyone on the Section’s Executive Committee for the time they took to read over the proposals and provide feedback. I also want to thank Jessica Utts and Linda Young for their guidance as past chairs and willingness to answer my
questions. I am also very fortunate to have another past chair, Joan Garfield, just down the hall from my office!

At this time I want to recognize and thank the individuals who have completed their terms and rotated off the Executive Committee:
Jessica Utts (2007 Chair)
Jackie Miller (2008 Program Chair)
Carolyn Cuff (Council of Sections Representative)
Rob Gould (Member at Large)
Norean Radtke Sharpe (Member at Large)

And to welcome the new Executive Committee who start their terms this year:
Tisha Hooks (2010 Program Chair)
Deb Nolan (Council of Sections Representative)
Nick Horton (Member at Large)

One of the major developments for the Section was the revision of our Mission Statement and the creation of a set of Strategic Objectives, both of which have been posted to the Section website (http://www.amstat.org/sections/educ/index.html). I want to thank the Executive Committee members for their hard work in drafting these items, and all of the Section members who took the time to read through the documents and provide feedback. Special thanks goes to Linda Young who oversaw and orchestrated the meetings and obtained the needed funding, and to Jessica Utts who offered her leadership, collected the feedback from Section members, and incorporated it into the final versions of both documents. Both the Mission Statement and Strategic Objectives provide guidance to the Executive Committee as we consider requests for endorsements and funding, and we have already put them to good use.

One of the projects I will work on this year is a revision of the Section website. I will be working with Jackie Dietz and Carmen Acuna to streamline the information on the website so that it is more aligned with the needs and interests of Section members. We have already started a discussion about possible changes, and we appreciate any and all input from Section members.

I am looking forward to the year ahead, and thank you for the opportunity to serve the Section on Statistical Education as chair.
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**

*Newsletter for the Section on Statistical Education*  
Volume 14, Number 1 (Spring 2009)

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**June 25-27, 2009**  
United States Conference on Teaching Statistics  
The Ohio State University  

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

**July 11-16, 2010**  
8th International Conference on Teaching Statistics
Report from the JSM Stat Ed Program Chair

Peter Westfall, 2009 Program Chair, Section on Statistical Education

Newsletter for the Section on Statistical Education
Volume 14, Number 1 (Spring 2009)

We will have a very good set of invited, topic contributed, contributed, and poster sessions lined up for Statistics Education in JSM 2009, extending across all days, including even Sunday and Thursday.

We have four interesting invited sessions for JSM 2009:

Sunday, 8/2, 4-5:50 PM, Teaching Bayesian Statistics to Non-Statisticians (Chair: Joe Gonzalez)

- Byron Gajewski, "Teaching Bayesian Statistics to Researchers in Nursing"
- Jessica Utts, "Evolution of Teaching Bayesian Statistics to Nonstatisticians: A Case Study"
- Dalene Stangl, "Teaching Bayesian Statistics to Students in Epidemiology and Public Health"
- Greg Allenby, "Teaching Bayesian Statistics to Marketing and Business Students"

Monday, 8/3, 2:00-3:50 PM, Statistics in the "Research Methods" Courses (Chair: Deborah Dawson)

- Mary Mays, "Teaching Research Methods in Graduate Nursing Education"
- Sam Woolford, "Statistics for Business Researchers"
- Patricia Rutledge, "Turning our GAISE toward Departments of Psychology"
- Mari Palta, "Challenges in teaching advanced statistical methods for observational studies in a subject matter context"

Tuesday 8/4, 10:30 AM -12:20 PM, Stirring the Pot: Radical Ideas in Statistics Education (Chair: Lorrie Hoffman)

- Thaddeus Tarpey, "All Models are Right ... Some Are Useful"
JSM Roundtables Program Report

Tisha Hooks, Winona State University

Newsletter for the Section on Statistical Education
Volume 14, Number 1 (Spring 2009)

Thanks to several gracious discussion leaders, we have an exciting slate of roundtables for JSM 2009 in Washington, D.C. We are planning to have one coffee and three lunches on Monday, Tuesday, and Wednesday. The topics are as follows:

Coffee roundtables:

- The Basics of the Survey of Attitudes Toward Statistics (SATS®)
- Challenges in Teaching Statistics to Future Mathematics Teachers
- Implementing GAISE in Large Classes of Introductory Statistics
Lunch roundtables:

- Using Computer-Based Teaching Materials Effectively
- The Partnership of Industry and Academia in Providing Internship Opportunities for Undergraduate Statistics Majors
- Challenges in Developing an Online Service Course
- Using Model-Eliciting Activities (MEAs) in the Introductory Statistics Class
- Resequencing Topics in an Introductory Statistics Class
- The Best of Both Worlds -- Merging Ground and Online Pedagogy into the Hybrid Course
- Statistics in K-12 Education
- Audience Response Systems ("Clickers") and Active Learning: Pluses and Minuses
- Incorporating Brain-Based Learning Principles in Statistics Education

Please keep these roundtables in mind when you register for JSM. And, if you’ve already registered, add a roundtable to your registration! If you have any questions, please contact me at thooks@winona.edu.

Advanced Placement Statistics 2009

Christine Franklin, Chief Faculty Reader
University of Georgia

Newsletter for the Section on Statistical Education
Volume 14, Number 1 (Spring 2009)

The 2009 AP Statistics Reading is quickly approaching. The reading will be held in Louisville, KY, June 5-11. We are expecting approximately 120,000 exams and planning for a total of 515 readers. Numerous evening activities are planned for the reading: the opening party, new reader (the acorns) gathering, College Board night, Best Practices night, Stats Papers night, and the closing party. A very special evening at the reading is the Professional Night. This year’s speaker will be Tom Moore from Grinnell College. Tom is a national leader in Statistics Education. While at the reading, he will be recognized as the recipient of the 2008 Mu Sigma Rho National Honor Society Statistical Education Award.

If you are a new reader, Jason Molesky has set up a website with very useful information about the reading experience (it’s also a great website for experienced readers). The web link is: http://web.mac.com/statsmonkey/APStats_at_LSHS/AP_Reading_FAQ.html. If you haven’t signed up to be a reader and are interested, go to the AP Central website and use the online
application link to submit your application. If you applied in recent months and haven’t received an invitation for 2009, know that you are on the waiting list in the database for future readings.

I’m looking forward to June in Louisville.

**Return to Top**
**Return to Newsletter Home Page**

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**SILC: Statistics Instructors Lost in Cyberspace**

Michelle Everson, University of Minnesota

*Newsletter for the Section on Statistical Education*
Volume 14, Number 1 (Spring 2009)

---

Do you teach statistics in the online environment?

Have you ever wanted to talk to other online statistics instructors about your experiences teaching in this environment?

A new discussion group called "Statistics Instructors Lost in Cyberspace" has been set up using Google Groups, and we invite online statistics instructors to join this group by coming to [http://groups.google.com/group/onlinestats](http://groups.google.com/group/onlinestats). This group was set up in order to connect online statistics instructors and provide a place for them to share ideas and resources. It's also meant to be a place where those of us who teach online can support one another, collaborate, and commiserate. Teaching online can pose many unique challenges and opportunities for the statistics instructor, and sometimes it's nice to share these things with others who understand, and to get new ideas about the many things that can be done in the online statistics course.

If you would like more information about this group, please contact Michelle Everson at gaddy001@umn.edu. Those interested in teaching online may also want to become involved in the USCOTS cluster "Teaching Statistics in the Online World." If you will be attending USCOTS this year, you can sign up for this cluster at the time you register for the conference. The cluster will be co-led by Michelle Everson from the University of Minnesota and David Zeitler from Grand Valley State University.

**Return to Top**
**Return to Newsletter Home Page**

---

**United States Conference on Teaching Statistics (USCOTS 09)**
The third biennial United States Conference on Teaching Statistics (USCOTS 09) will be held on June 25-27, 2009 at the Ohio State University in Columbus, Ohio, hosted by CAUSE, the Consortium for the Advancement of Undergraduate Statistics Education. The target audience for USCOTS is teachers of undergraduate and AP statistics, from any discipline or type of institution. Teachers of statistics at two year colleges and those planning a career in statistics education are especially encouraged to attend.

The theme of USCOTS 09 is "Letting Go to Grow." 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?

USCOTS 09 is a 'hands-on' conference with plenary sessions from leaders in statistics education, working breakout sessions, interactive idea exchange forums, and networking opportunities. The distinguished plenary speakers for USCOTS 09 are Dani Ben-Zvi, George Cobb, Peter Ewell, Chris Wild, and Ronald Wasserstein.

USCOTS offers a unique opportunity of participating in on-going interest groups called clusters. Cluster group topics are Statistics Education Research, Study of Fun, Teaching Statistics in the On-Line World, and Student Attitudes. Participants in these interest groups will meet at varying times before, during and following the conference. Details about each interest group and how to become a cluster participant are available at http://www.causeweb.org/uscots/cluster/.

In connection with the conference, several satellite workshops are being offered. There is no registration fee for the workshops. Descriptions and registration information can be found at http://www.causeweb.org/workshop/.

Registration for USCOTS is $160 before April 1, 2009, and $220 thereafter. Faculty, staff and students of CAUSE institutional members receive a $20 discount. Registration includes conference lunches and a banquet dinner. Resource materials on teaching statistics will also be provided to all participants. Some registration grants are available.

To register for USCOTS 09, visit the website at http://www.causeweb.org/uscots.

News from the *Journal of Statistics Education*

Bill Notz, Editor
New editor search underway

This is my final year as editor of JSE. The search for a new editor has begun. The new editor will serve from 2010 through 2012, with the transition beginning in 2009.

Preview of coming attractions

We are busy putting together the March 2009 issue. We expect to announce that it is ready in late March. The issue will contain 11 papers along with the Teaching Bits section. The 11 papers are the following:

- Law of Large Numbers: the Theory, Applications and Technology-based Education  
  Ivo D. Dinov, Nicolas Christou, and Robert Gould
- Teaching Inference for Randomized Experiments  
  Michael D. Ernst
- Effect of Belief Bias on the Development of Undergraduate Students’ Reasoning about Inference  
  Jennifer J. Kaplan
- The Interplay Between Spoken Language and Informal Definitions of Statistical Concepts  
  Ilana Lavy and Michal Mashiach-Eizenberg
- Teaching, Learning and Assessing Statistical Problem Solving  
  John Marriott, Neville Davies, and Liz Gibson
- Enhancing Dependent Sample Analyses with Graphics  
  Robert M. Pruzek and James E. Helmreich
- An Intuitive Graphical Approach to Understanding the Split-Plot Experiment  
  Timothy J. Robinson, William A. Brenneman, and William R. Myers
- Representations of Internationalisation in Statistics Education  
  Narelle Smith, Anna Reid, and Peter Petocz
- Statistical Power Analysis with Microsoft Excel: Normal Tests for One or Two Means as a Prelude to Using NonCentral Distributions to Calculate Power  
  António Teixeira, Álvaro Rosa, and Teresa Calapez
- Educational Statistics Authentic Learning CAPSULES: Community Action Projects for Students Utilizing Leadership and E-based Statistics  
  Carla J. Thompson
- Teaching Statistics in Integration with Psychology  
  Marie Wiberg

You will have to wait until March for the contents, however.

Online supplementary materials may accompany articles published in the journal. So, for example, if you wish to submit an article which includes the analysis of data not easily listed within your article, then this data may be placed online for access by readers. Microsoft Office files and various graphics, video, and audio files -- up to a reasonable size -- may all be placed online. For more complete details, visit [http://www.blackwellpublishing.com/bauthor/suppmat.asp](http://www.blackwellpublishing.com/bauthor/suppmat.asp).

The e-journal *Technology Innovations in Statistics Education* (TISE) recently published Volume 2, which included papers by Cliff Konold and Sibel Kazak (Reconnecting Data and Chance), Ann Ooms and Joan Garfield (A Model to Evaluate Online Educational Resources in Statistics), and Michelle Everson and Joan Garfield (An Innovative Approach to Teaching Online Statistics Courses).
In order to better serve authors and readers, beginning with Volume 3 in March, TISE will publish papers as they are accepted. An announcement will be sent to subscribers each quarter to alert our readers to new publications.

Volume 3, Issue 1 will include papers by Jane Watson and Julie Donne (TinkerPlots as a Research Tool to Explore Student Understanding) and Webster West (Social Data Analysis with StatCrunch: Potential Benefits to Statistical Education). Both papers will be available at the end of March.

TISE welcomes research reports of empirical studies, papers that develop a theoretical context for teaching with technology or teaching technology itself, position papers on timely issues, and descriptions of new, innovative technologies. We seek papers on the themes of designing technology to improve statistics education, using technology to develop conceptual understanding, and teaching the use of technology to gain insight into and access to data.

To read papers, make submissions, subscribe (free) or contact the editors, please visit http://tise.stat.ucla.edu.

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**Statistics Education Research Journal**

Peter Petocz, Editor

*Newsletter for the Section on Statistical Education*

Volume 14, Number 1 (Spring 2009)

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The latest edition of SERJ (Statistics Education Research Journal) was published online last November and is available at http://www.stat.auckland.ac.nz/~iase/publications.php?show=serj. The issue is a ‘special issue’ on the topic of Informal Inferential Reasoning (IIR) -- intuitive and informal ways of reasoning about statistical inference -- guest edited by Dave Pratt and Janet Ainsley of the University of London and the University of Leicester, respectively. It contains articles by a range of statistics educators at the forefront of this field, considering the epistemological, psychological and pedagogic dimensions that underpin informal inferential reasoning at any level of education. Researchers who have some familiarity with IIR will want to look through these papers (if they haven't done so already), while those who don't yet have any background in this area will find the special issue a useful way to find out the current state of thinking.

In the next issue look for the following articles:
• An empirical consideration of a balanced amalgamation of learning strategies in graduate introductory statistics classes
  Brandon K. Vaughn
• The Influence of Variation And Expectation on the Developing Awareness of Distribution
  Jane M. Watson
• Modeling the growth of students’ covariational reasoning during an introductory statistics course
  Andrew S. Zieffler and Joan B. Garfield

Return to Top
Return to Newsletter Home Page

Announcement and Solicitation of Nominations for the Waller Education Award for Contributions to the Teaching of Elementary Statistics

Newsletter for the Section on Statistical Education
Volume 14, Number 1 (Spring 2009)

The Section on Statistical Education administered the Waller Award for seven years. After thorough discussion, a proposal to make the award an ASA award was submitted to the Committee on Meetings in June of last year. The committee reported favorably on the proposal during its meeting at the end of October, and the ASA Board approved the change at its December meeting. I want to thank Ron Wasserstein for guiding us through this process. Now, it is time to nominate people for this prestigious award!

Former ASA Executive Director Ray Waller and his wife Carolyn initiated the Waller Education Award through a generous donation. The 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. The recipient should have responsibility for teaching "the first course" in statistics in a two-year college, a four-year college, or a research university. Graduate teaching assistants may be nominated for the award.

The recipient is selected according to the following criteria:

• Commitment to teaching elementary statistics
• Demonstrated innovation in teaching elementary statistics
• Letters of support from students, colleagues, and supervisors

Nominations should be submitted as a complete packet, consisting of:

• the nomination letter, no longer than four pages, addressing points in the selection criteria
• the nominee's curriculum vita
• a maximum of four supporting letters, each no longer than two pages

Nominations must be received by **April 10, 2009**. Electronic submissions are encouraged and should be sent to June Morita at june@stat.washington.edu. Nominations may also be mailed to: Waller Education Award Committee, c/o June Morita, Department of Statistics, B-313 Padelford Hall, University of Washington, Seattle WA 98195-4322. Questions may be addressed to june@stat.washington.edu. The recipient will be honored at the 2009 Joint Statistical Meetings in Washington, D.C.

For a deserving individual to be recognized, someone must make the effort to put forward a nomination packet for him or her. Please look around you and make that effort today!!
budget limitations and proposal deadlines. The program solicitation provides a list of examples for each type of proposal which help demonstrate the scope and scale. Type 2 and 3 projects will typically reflect greater dependence on previous work, supported by the CCLI program or by other sources, and may be at a more mature stage of development than Type 1 projects.

**Type 1 Projects:** Even though Type 1 projects are a "starting place for new innovations," the results from these projects are expected to be significant enough to contribute to understanding undergraduate STEM education. Proposed evaluation efforts, which may include pilot studies, should be informative with respect to student learning or engagement.

**Budget Limit:** $200,000 ($250,000 when four-year colleges and universities collaborate with two-year colleges) for 2 to 3 years

**Proposal Deadline:** May 21 or 22, 2009 (depending on the first letter of your state name)

**Type 2 Projects:** Type 2 projects will typically address more than one program component, or, if they focus on a single component, will address it at a scale that goes well beyond a single institution. Type 2 projects should carry the development to a state in which the evaluations of the projects have evidence to support the claim that the projects’ efforts are effective. At a minimum, the implementation, if successful, should be institutionalized at the participating colleges and universities.

**Budget Limit:** $600,000 for 2 to 4 years

**Proposal Deadline:** January 13, 2010

**Type 3 Projects:** Type 3 projects are intended to support large scale efforts. These projects can either continue previous work or break new ground at a large scale. Evaluation activities should be focused on the impact of student learning in a broad spectrum of the population served by the project. Evaluation plans for Type 3 projects should include efforts to describe the impact of the work on the prevailing models of undergraduate STEM education and to include strategies that assist in the implementation of the project's activities in new contexts.

**Budget Limit:** Negotiable, but not to exceed $5,000,000 over 5 years

**Proposal Deadline:** January 13, 2010

**CCLI Central Resource Projects:** CCLI Central Resource projects assume responsibility for leadership and implementation of activities that sustain a community of practice engaged in transforming undergraduate STEM education. These projects will work to increase the capabilities of and communications among the STEM education community and to increase and document the impact of CCLI projects. CCLI Central Resource projects that work across the disciplines, and at a national scale, are encouraged.

**Budget Limit:** Negotiable depending on the scope and scale of the activity for up to 5 years

**Proposal Deadline:** January 13, 2010

**Note:** CCLI Central Resource Project proposals for small focused workshops may be submitted at any time after consulting with a program officer.

As you are writing your proposal, please remember that all projects must include intellectual merit and broader impacts as separate statements in the project summary or the proposal will be returned without review. Don't forget to elaborate on those review criteria in the project description as well. Furthermore, the program solicitation describes the following important
features that ALL promising projects share: quality, relevance, and impact; student focus; use of and contribution to knowledge about STEM education; STEM education community-building; sustainability; expected measurable outcomes; and project evaluation. Read the program solicitation carefully. Additionally, a revised version of the *NSF Proposal & Award Policies & Procedures Guide* (PAPPG), **NSF 09-1**, is effective for proposals submitted on or after January 5, 2009.

Once a proposal is submitted, it will undergo a peer review process as well as review by NSF Program Officers. NSF's goal is to have 70% of proposals processed (either awarded or declined) within six months of the submission deadline. Hopefully, you will be able to turn your exciting, innovative, idea for improving STEM education into a winning proposal.

If at anytime in the proposal writing process you have a question, then you can contact a program officer. For those of you who know program officer Elizabeth Teles, she has recently retired after 17 years of service to NSF. You may also know program officer Lee Zia, who is on a one-year leave of absence to take advantage of a fellowship opportunity. Currently, there are two program officers in the Division of Undergraduate Education's mathematical sciences group who will be working on CCLI: Dan Maki (dmaki@nsf.gov, 703-292-4620) and Ginger Holmes Rowell (growell@nsf.gov, 703-292-5108). We would be very glad to talk with you about your CCLI proposal ideas.

(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 view and opinions of the National Science Foundation.)

*Return to Top*