Report from the Chair
Lori Thombs, University of Missouri

Don’t forget to vote!!
One of my first activities as Chair-Elect (in late 2009) was to ask section members if they would be willing to appear on the upcoming ASA ballot of Stat Ed officers. Bob DelMas and Linda Malone were of great help to me as I began the process of contacting interested people. I want to sincerely thank the individuals who were willing to take on this important service obligation. Here is the final ballot:

Chair-Elect
Madhuri Mulekar, University of South Alabama
Brad Hartlaub, Kenyon College

Publication Chair-Elect
Lawrence (Larry) Lesser, University of Texas El Paso
W. Scott Street IV, Virginia Commonwealth University

Council of Sections Representative
Michael Ernst, St. Cloud State University
Kim Gilbert, University of Georgia
At Large (two positions)
Megan Mocko, University of Florida
Leigh Harrell, Virginia Tech University
Sterling Hilton, Brigham Young University
Suhwon Lee, University of Missouri

ASA Education Workgroup
I am currently serving on the ASA Education Workgroup. The appointees were chosen by ASA President Sastry Pantula and are Jessica Utts (Chair), Lori Thombs, Keith Crank, Marlene Egger, Nandini Kannan, Eileen King, Morteza Marzjarani, Devan Mehrotra, Rebecca Nichols, and Dalene Stangl. The group contains a representative from each of the following entities: Section on Statistical Education, Caucus of Academic Reps, SPAIG Committee, Committee on Outreach Education, Career Development Committee, Advisory Committee on Continuing Education, and the Committee on Applied Statisticians. Rebecca Nichols and Ron Wasserstein will provide staff support and guidance to the workgroup.

Our mission is two-fold:
1) Develop and launch a process by which by the undergraduate statistics curriculum guidelines approved by the Board in 2000 will be updated, and
2) Develop and launch a process to create a document that will provide curriculum guidance for MS and Ph.D. degrees in statistics.

I will update you on our progress as the year progresses.

I hope spring has come to your neck of the woods and you are enjoying a good semester. Watching the Olympics made me feel excited about coming to Vancouver, and I look forward to seeing you at the meetings.

Report on JSM 2010
Tisha Hooks, Winona State
Program Chair, Section on Statistical Education

The program in Statistical Education at JSM 2010 in Vancouver (August 1–5) includes a great line-up of presentations, roundtable discussions, and posters. A total of 20 sessions are currently planned with the Section on Statistical Education as the chief sponsor, including five invited sessions and eight topic-contributed paper and panel sessions.

Invited sessions have been planned to address the following topics:
- Rethinking our Statistics Courses — What to Let Go of in Order to Grow? (Organizer: Deb Rumsey)
- Effective Use of Instructional Technology (Organizer: Rob Gould)
- Establishing a Career in Statistics Education (Organizer: Joan Garfield)
Beyond the Introductory Course — Strategies for a Second Course in Statistics (Organizer: Tisha Hooks)
Statistics Degree Programs in a Data-Centric World: What Needs to Change? (Organizer: Jessica Utts)

A very attractive set of topic-contributed sessions have also been organized by section members. These topic-contributed panels and paper sessions are titled:

- Statistics Education Funding from the National Science Foundation Division of Undergraduate Education (Organizer: Stephanie Fitchett)
- Statistical Literacy 2010 (Organizer: Milo Schield)
- Challenges in Large Sections — GAISE-ing toward Solutions (Organizer: Kim Gilbert)
- Statway: Integrating College Level Introductory Statistics and Developmental Mathematics (Organizer: Roxy Peck)
- JSE — A Resource for Innovative Statistics Instruction in a Data-Centric World (Organizer: John Gabrosek)
- Evidence-based Education: Improving Teaching and Learning through Understanding Students’ Attitudes (Organizer: Candace Schau)
- Collaborative Projects in Statistics Education Research (Organizer: Bob delMas)
- Survey Data and Online Analysis Systems (Organizer: Katie Genadek)

In addition, many intriguing abstracts will be presented in regular contributed sessions, poster sessions, and roundtable coffees/luncheons.

Look for more details about the program from the ASA in upcoming months. We hope to see many of you in Vancouver!

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Call for ‘Practical Activities’ Articles in Teaching Statistics
Roger Johnson, Editor (Roger.Johnson@sdsmt.edu)

*Teaching Statistics* has been published three times a year since 1979. The first issue of 2012 will, then, be our 100th issue! To help celebrate this event, we would like to have this issue consist mostly of ‘Practical Activities’ articles of a particular type. In particular, we invite readers to submit articles in which:

1) The statistical work is organized around answering a meaningful and interesting question
2) The learning is student-centered and incorporates ‘hands-on’ data collection by students

The ‘hands-on’ data collection may naturally lead to subsequent computer work. Such a computer component is welcome, but is not a requirement for the articles that are requested. Note that student activity and data collection by themselves are not sufficient to meet the above requirements; we also wish these articles to address meaningful and interesting questions.

Here are specific examples of such ‘Practical Activities’ articles that have been published in *Teaching Statistics* in the past:

These articles are accessible online via the URL
http://www3.interscience.wiley.com/journal/118539683/home

Technology Innovations in Statistics Education
Rob Gould, Editor

Technology Innovations in Statistics Education (TISE) recently published the second issue of its third volume. This is the first two-issue volume, and it includes four papers and a note. "Notes" is a new feature: short reports on promising technologies with descriptions of how they were used and to what purpose. TISE also has a new look, thanks to a complete makeover of the eScholarship publication site. We continue to seek scholarly papers that examine the role and effects of technology on statistics education. These papers can be Investigations (empirical studies or conceptual research studies), Statistical Thinkings (position papers), or Technology Innovations (case studies). Please visit http://tise.stat.ucla.edu for more information.

In the current issue:
  Baker, A., Kent, P., Noss, R., Hoyles, C., "Alternative representations of statistical measures in computer tools to promote communication between employees in automotive manufacturing"
  Lee, H., Lee, J., "Reasoning about probabilistic phenomena: Lessons learned and applied in software design"
  Albert, Jim, "Discrete Bayes with R"
  Harlow, J., Ashman, B., Sainudiin, R., "Extending Galton's binomial quincunx to the trinomial septcunx"
  Shutes, K., "A note on using individualised data sets for statistics courses"

Journal of Statistics Education
John Gabrosek, Grand Valley State University, Editor

Many thanks to Bill Notz of The Ohio State University for his fine stewardship of JSE over the past three years. Fortunately, Jean Scott of The Ohio State University continues as the editorial coordinator, and Dex Whittinghill of Rowan University continues as editor of Data Sets and Stories.
JSE welcomes numerous new associate editors (Jim Albert, Bowling Green State University; Pam Arroway, North Carolina State University; Bob Downer, Grand Valley State University; Michelle Everson, University of Minnesota; Amy Froelich, Iowa State University; Jennifer Kaplan, Michigan State University; Eric Nordmoe, Kalamazoo College; Kevin S. Robinson, Millersville University; Juana Sanchez, University of California - Los Angeles; and Michael Schuckers, St. Lawrence University). I hope that I didn’t leave anyone out.

In 2009, JSE received the largest number of submissions in its history with 123. The three issues published in 2009 included 34 articles, two Data Sets and Stories, and one Letter to the Editor, as well as the Teaching Bits that appear in each issue, written by Deb Rumsey, Audbjorg Bjornsdottir, and Joan Garfield.

The March issue of JSE will feature a few changes. Gone will be the HTML versions of papers that have served us well but take many, many hours to get in a publish-ready format. Beginning with the March issue, JSE will post only PDF versions of papers. More information on this change will be available on the JSE website http://www.amstat.org/publications/jse/ in March.

In the March issue, Zipora Libman writes on a constructive approach to integrating real-life data into our teaching of descriptive statistics. Randall E. Groth discusses how to frame a qualitative study in statistics education. DeWayne R. Derryberry, Sue B. Schou, and W. J. Conover report on how to restructure common rank-based tests to emphasize their structural similarities to their parametric analogs. Dennis Gilliland and Vince Melfi provide a short monograph on how to dispel common misinterpretations that teachers and students have about margin of error and error of estimation in confidence intervals. The development and use of a survey of students to provide a real data set that can be used throughout an introductory statistics course is the subject of David L. Neumann, Michelle M. Neumann, and Michelle Hood. Farida Kachapova and Ilias Kachapov take us to the realm of financial statistics for a paper on using orthogonal projections in the teaching of regression and portfolio management. Thomas A. DeVaney compares graduate student anxiety in on-campus courses to online courses. David Weltman and Mary Whiteside compare traditional and active learning methods for student achievement. Maxine Pfannkuch, Matt Regan, Chris Wild, and Nicholas J. Horton report on story-telling in the statistics classroom as a dialogue about graphical interpretations of data. M. Leigh Lunsford and Alix D. Dowling Fink tell the story of a data set on water taste testing. Michael FW Festing comments on the numerous, sometimes confusing, names that people use for the randomized block design. Michael M. Granaas responds to Deb Rumsey’s November 2009 Teaching Bit with a recommendation that we keep teaching the variance. Deb provides a rejoinder. In addition we have Teaching Bits from Audbjorg Bjornsdottir and Joan Garfield, and a new Teaching Bit feature written by Michelle Everson and Ellen Gundlach that focuses on resources available to teachers through the Consortium for the Advancement of Undergraduate Statistics Education (CAUSE) and the statistics portal MERLOT.
The Special Interest Group of the Mathematical Association of America (SIGMAA) on Statistics Education
Michael Posner, Villanova University

The SIGMAA will be holding a number of events at upcoming meetings. We encourage all members of the ASA's Section on Statistical Education to join us for these meetings.

Mathfest 2010 will be held in Pittsburgh, PA, on August 5–7. We will be hosting a contributed paper session entitled "Innovative Ideas for an Introductory Statistics Course." The deadline for abstracts for Mathfest is April 30. Do you have favorite activities, datasets, applets, or other examples that you use in your introductory statistics class? We encourage contributions from specialized statistics courses such as those for business majors, biostatistics, etc. Come and share your ideas. Successful teaching in statistics and the GAISE guidelines recommend using learning activities with real data in the classroom. They promote conceptual understanding, encourage active participation, and generate student interest. We invite submissions that provide details about learning activities that have proven successful in teaching introductory statistics courses. Activities described in this session could include hands-on data collection, simulations, and visual demonstrations that help exhibit important themes and concepts of statistics. They may be used to attract the attention and interest of students or to help the students overcome misconceptions. This session is sponsored by the SIGMAA on Statistics Education.

Next year's Joint Mathematics Meetings will be held in New Orleans, LA, on January 5–8, 2011. We are hosting a similar session entitled "Alternative Approaches to Traditional Introductory Statistics Courses." Abstracts will be due on September 21. Do you teach a non-traditional selection of topics or use different methods in your introductory statistics course? Do you teach topics in a different order from the standard descriptive statistics, probability, and basic inference? What have you let go of from the traditional course? We encourage contributions from specialized statistics courses such as those for business majors, biostatistics, etc. Also of interest are different methods of delivery, such as hybrid or on-line courses. Tell us about your course — especially what makes it successful. Successful teaching in statistics and the GAISE guidelines promote conceptual understanding and encourage active participation. We invite submissions that provide details about how different approaches have proven successful in teaching introductory statistics courses. They may be organized to attract the attention and interest of students or to serve students with particular needs. This session is sponsored by the SIGMAA on Statistics Education. Presenters will be considered for the Dex Whittinghill Award for Best Contributed Paper.

In addition to these sessions, we will (pending approval) be running three panels on teaching online courses, the biomathematics course, and the international statistics education community. We have also proposed running a mini-course on teaching introductory statistics, to be led by Carolyn Cuff of Westminster College and Michael Posner of Villanova University.

If you have any questions about the SIGMAA, please don't hesitate to contact the Chair, Nancy Boynton, at Nancy.Boynton@fredonia.edu.
Chance is Moving to CAUSEweb!
Dennis Pearl, The Ohio State University

Beginning March 15, 2010, the online materials that support the Chance Project will move to CAUSEweb at http://www.CAUSEweb.org/wiki/chance. Laurie Snell has overseen development of these materials at Dartmouth College for nearly two decades. Laurie celebrated his 85th birthday this year, and he is now hoping to really retire! Jeanne Albert and Bill Peterson of Middlebury College will now be assuming editorial duties. We look forward to continuing the wonderful tradition that Laurie began.

The Chance course was introduced by Laurie at Dartmouth and Bill at Middlebury in the early 1990s, under funding from the Pew Foundation. The goal was to help students to become more critical readers of current news stories that involve probability and statistical reasoning. With subsequent NSF support, the project team expanded to include Peter Doyle of Dartmouth, Joan Garfield of the University of Minnesota, Tom Moore of Grinnell College, and Ngambal Shah of Spelman College. Jeanne completed her doctorate at Dartmouth during this period and went on to co-teach one of the early courses there. Over the years, project activities have included summer workshops for faculty, a lecture series featuring outside experts, and ongoing development of web materials. Dan Rockmore of Dartmouth and Charles Grinstead of Swarthmore became key collaborators in these last two areas. The one constant has been our electronic newsletter, Chance News, which abstracts current news stories and suggests discussion questions for class. From 1992 to 2004, the newsletter was compiled and distributed by the Chance team. Beginning
in 2005, we moved to a Wiki format, which allows readers to contribute by adding new articles or editing existing ones.

Have you seen an interesting statistical application in the news? Please consider posting to the Wiki. For those interested in learning more about the Wiki environment, look for the upcoming CAUSE webinar from 2:00 to 2:30 p.m. on Tuesday, April 13, where Bill and Jeanne will discuss both the philosophy of the project and the mechanics of posting online contributions. Register for the webinar at www.CAUSEweb.org/webinar. Check out all of the upcoming CAUSE webinars in both our Teaching & Learning series on the second Tuesday of each month hosted by Jackie Miller of The Ohio State University or our activity series on the fourth Tuesday of each month hosted by Leigh Slauson of Capital University.

### CAUSE Webinars

Join us the second Tuesday of each month at 2:00 pm for our Teaching & Learning webinar series hosted by Jackie Miller, The Ohio State University. On April 13, Jeanne Albert and Bill Peterson, Middlebury College, will present "Using (and contributing to!) the Chance News Wiki." Also, join us the fourth Tuesday of each month at 2:30 for our Activity series hosted by Leigh Slauson, Capital University. On April 27, Shoda Kuiper, Grinnell College, will present "Using Games to Teach Design of Experiments." Register for webinars on-line at www.CAUSEweb.org/webinar.

### INSPIRE Project

Rob Gould, UCLA

The INsight into Statistical Practice, Instruction and REasoning (INSPIRE) course has been offered again this winter through UCLA Extension. The INSPIRE project was designed jointly by ASA, Cal Poly San Luis Obispo, and UCLA, and was funded by the NSF to develop assistance for beginning AP Statistics teachers. To date, over 100 high school AP Statistics teachers have enrolled in the course. Although enrollment is closed for the current term, we hope to offer the course again for the fall semester, so please tell any high school stats teachers you know to visit http://inspire.stat.ucla.edu to see if the course would be helpful for them.

### Mark Your Calendar

**July 11-16, 2010**  
8th International Conference on Teaching Statistics  
Ljubljana, Slovenia  
http://icots8.org/
August 1-5, 2010
Joint Statistical Meetings
Vancouver, British Columbia
http://www.amstat.org/meetings/jsm/2010/index.cfm

May 19-21, 2011
United States Conference on Teaching Statistics (USCOTS)
Embassy Suites Hotel, Raleigh-Durham/Research Triangle, North Carolina

Editors

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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