

EDITORIAL

Since the previous issue we have been working in various ways to improve SERJ and to expand its impact on statistics education research. Different extracting services, associations, and statistics education web server masters were contacted with a request to help us in this task. We received a positive response from many of them.

SERJ is now extracted in the Mathdi Database and the Current Index to Statistics. A link to the SERJ web page is now included in the Journal of Statistics Education (www.amstat.org/publications/jse) and JSE is also including summaries of our papers. A link to SERJ is now contained on 45 other web pages, including those of the International Statistical Institute, the International Association for Statistical Computing, the American, Australian, Canadian and New Zealand Statistical Associations, the American Education Research Association, CIRDIS and the Royal Statistical Society Statistics Education Centre, and we plan to continue contacting webmasters of other relevant web pages. Please let us know of any suggestions you have as to whom we might contact.

The impact of a journal depends heavily on receiving good papers and on being quoted. We are pleased to let you know that the flow of papers is increasing quickly and at this moment we have already accepted enough papers to publish the next issue, Volume 2 Number 2, later in 2003. In addition we have a number of papers currently undergoing refereeing. We thank you for your confidence and we expect this support to continue in the future. In the same way we encourage you to quote SERJ and to include a link in your Department or personal web pages. Please let us know of any such links.

We have two papers written by associate editors, Iddo Gal and Joan Garfield, in this issue. Both papers were submitted before Iddo and Joan were invited to join the editorial board, but the fact that they submitted the papers and agreed to join the board is an indication of their commitment to statistics education and to SERJ. In his paper Iddo expands his ideas about statistical literacy and presents an exploratory study in an innovative area. Joan gives an analysis of her Statistical Reasoning Assessment, an instrument which has proved to be useful in different research settings, and at the same time she presents data from a cross-cultural study. We also have a paper by Peter Petocz and Anna Reid in which they report on an empirical research project looking at relationships between students' conceptions of learning statistics and the teaching that they receive. For the first time we are also including a paper in Spanish. This paper deals with how University students solve correlation and regression problems, an under-researched topic. These papers are complemented by our usual sections. Here we should like to draw your attention to summaries of papers presented at CERME 3 (Congress of European Research in Mathematics Education), where, for the first time a stochastic group, with 29 participants from Europe and other countries, was run.

The editors and associate editors have held long email discussions about the formatting of SERJ and we are trying a different format, with wider margins, a font change from Arial Narrow to Times New Roman, and some space after paragraphs, in this issue. We hope you like the change and would be interested to receive your comments and feedback.

We are delighted to announce that Iddo Gal has agreed to take over from Carmen as editor from the 1 December 2003, in spite of his many other commitments. Flavia will continue as editor for one more year, and after that the plan is that editors will each serve for two years. Carmen will continue to serve on the editorial board as an associate editor for a while.

Carmen Batanero and Flavia Jolliffe