

STATISTICS EDUCATION RESEARCH JOURNAL

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STATISTICS EDUCATION RESEARCH JOURNAL

The *Statistics Education Research Journal (SERJ)* is a peer-reviewed electronic journal of the International Association for Statistical Education (IASE) and the International Statistical Institute (ISI). *SERJ* is published twice a year and is open source.

SERJ aims to advance research-based knowledge that can help to improve the teaching, learning, and understanding of statistics or probability at all educational levels and in both formal (classroom-based) and informal (out-of-classroom) contexts. Such research may examine, for example, cognitive, motivational, attitudinal, curricular, teaching-related, technology-related, organizational, or societal factors and processes that are related to the development and understanding of stochastic knowledge. In addition, research may focus on how people use or apply statistical and probabilistic information and ideas, broadly viewed.

The *Journal* encourages the submission of quality papers related to the above goals, such as reports of original research (both quantitative and qualitative), integrative and critical reviews of research literature, analyses of research-based theoretical and methodological models, and other types of papers described in full in the Guidelines for Authors. All papers are reviewed internally by an Associate Editor or Editor, and are blind-reviewed by at least two external referees. Contributions in English are recommended. Contributions in French and Spanish will also be considered. A submitted paper must not have been published before or be under consideration for publication elsewhere.

Further information and author guidelines are available at:
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TABLE OF CONTENTS

Manfred Borovcnik <i>Call for Papers from the co-editor</i>	6
Rolf Biehler, Daniel Frischemeier, and Susanne Podworny <i>Editorial: Reasoning about Models and Modelling in the Context of Informal Statistical Inference</i>	8
Maxine Pfannkuch <i>Editorial from the co-editor</i>	13
SPECIAL ISSUE PAPERS	
Janet Ainley and Dave Pratt <i>Computational Modelling and Children's Expressions of Signal and Noise</i>	15
Keren Aridor and Dani Ben-Zvi <i>The Co-Emergence of Aggregate and Modelling Reasoning</i>	38
Richard Lehrer <i>Modeling Signal-Noise Processes Supports Student Construction of a Hierarchical Image of Sample</i>	64
Helen M. Doerr, Robert delMas, and Katie Makar <i>A Modeling Approach to the Development of Students' Informal Inferential Reasoning</i>	86
Hana Manor Braham and Dani Ben-Zvi <i>Students' Emergent Articulations of Statistical Models and Modeling in Making Informal Statistical Inferences</i>	116
Christian Büscher and Susanne Schnell <i>Students' Emergent Modelling of Statistical Measures—A Case Study</i>	144
Einat Gil and Alison L. Gibbs <i>Promoting Modeling and Covariational Reasoning among Secondary School Students in the Context of Big Data</i>	163
Clifford Konold, William Finzer, and Kosoom Kreetong <i>Modeling as a Core Component of Structuring Data</i>	191
Jennifer Noll and Dana Kirin <i>TinkerPlots™ Model Construction Approaches for Comparing Two Groups: Student Perspectives</i>	213
Rolf Biehler, Daniel Frischemeier, and Susanne Podworny <i>Elementary Preservice Teachers' Reasoning about Modeling a "Family Factory" with TinkerPlots—A Pilot Study</i>	244
Sibel Kazak and Dave Pratt <i>Pre-Service Mathematics Teachers' Use of Probability Models in Making Informal Inferences about a Chance Game</i>	287

Robert Gould, Anna Bargagliotti, and Terri Johnson <i>An Analysis of Secondary Teachers' Reasoning with Participatory Sensing Data</i>	305
REGULAR PAPERS – BEYOND THE SPECIAL ISSUE	
Aurel H. Diamond and Andreas J. Stylianides <i>Personal Epistemologies of Statisticians in Academia: An Exploratory Study</i>	335
Claire Cameron, Ella Iosua, Matthew Parry, Rosalina Richards, and Chrystal Jaye <i>More than Just Numbers: Challenges for Professional Statisticians</i>	362
Randall E. Groth <i>Developing Statistical Knowledge for Teaching During Design-Based Research</i>	376
Adri Dierdorp, Arthur Bakker, Dani Ben-Zvi, and Katie Makar <i>Secondary Students' Considerations of Variability in Measurement Activities Based on Authentic Practices</i>	397
Matthew D. Beckman, Robert C. delMas, and Joan Garfield <i>Cognitive Transfer Outcomes for a Simulation-Based Introductory Statistics Curriculum</i>	419
Jacqueline E. McLaughlin and Isabell Kang <i>A Flipped Classroom Model for a Biostatistics Short Course</i>	441
Nadia Martin, Jeffery Hughes, and Jonathan Fugelsang <i>The Roles of Experience, Gender, and Individual Differences in Statistical Reasoning</i>	454
April T. Kerby and Jacqueline R. Wroughton <i>When do Students' Attitudes Change? Investigating Student Attitudes at Midterm</i>	476
Warren Paul and R. Clare Cunnington <i>An Exploration of Student Attitudes and Satisfaction in a GAISE-Influenced Introductory Statistics Course</i>	487
Conferences	511
<i>SERJ</i> Referees	523

“BUILDING FUTURE GENERATIONS OF STATISTICIANS” CALL FOR PAPERS

GUEST EDITORS: PETER HOWLEY, AYSE AYSIN BILGIN, REIJA HELENIUS
WITH CO-EDITOR MANFRED BOROVCNIK

SPECIAL ISSUE OF STATISTICAL EDUCATION RESEARCH JOURNAL (SERJ)

The central theme is ‘initiatives in developing future statisticians’. This does not include the development of program content within tertiary education, rather it refers to the surrounding ‘outreach’ initiatives and supporting mechanisms for increased engagement and interest in (attraction to) the field of statistics.

Such activities aim to arouse interest from the wider community and schools and increase the numbers of individuals engaging with statistics, recognising its value and wanting to be part of the next generation of international players in the field, whether expressly in statistics or in conjunction with other fields of inquiry, or to at least be part of those advocating statistics as a career and accessible endeavour.

Success stories and failure stories are welcomed since each may inform and inspire more successful strategies for arousing student and teacher interest in statistics. It is vital to accompany the results by research in order to draw evidence-based conclusions from the experience. With the focus on ‘outreach’ activity and engagement, this special edition will draw upon articles which show evidence of:

- Collaboration with industry, with professional societies, between institutions and others such as African Data Initiative, Japanese Poster competition, ISLP, Pakistan Civil Service Academy, Statistical Houses in Iran, Australian National Schools Poster Competition, and US Undergraduate Statistics Project Competition.
- Innovative approaches to develop a love of statistics in students and society at large.
- Overcoming statistical anxiety to increase connection with statistics.
- Addressing disadvantaged groups to increase connection with statistics.
- Success stories.
- Failure stories (why initiatives failed, what needs to make them successful).

We invite researchers, educators, teachers, societies, academics, and industry alike to submit research articles that must address the key aims of increased connection with community, schools, and industry. Key areas may include local, national and international:

- Competitions and awards;
- School-based activities;
- Collaborative efforts to arrest the shortfall;
- Innovative activities to increase numbers of students choosing to study statistics;
- Initiatives, which bring a focus on statistics towards the afore-mentioned aims.

SUBMISSION GUIDELINES

Manuscripts for this special issue will be limited to a maximum of 6000 words of body text and authors are encouraged to aim for 4000-5000 words of body text (apart from

abstract, tables and graphs, references, appendices). Manuscripts in Spanish or French are welcome (an English summary of 1000 words must be provided).

Due dates are

- Abstracts: *15 December, 2017*
- Full papers: *15 July, 2018*

Interested authors may get a document with a more detailed synopsis of the topic from Peter Howley (peter.howley@newcastle.edu.au) or Ayse Aysin Bilgin (ayse.bilgin@mq.edu.au).