

Understanding and Teaching Statistics and Probability

One of every two children today lives in poverty.

Six billion hours of videos are watched every month on YouTube®.

Data are everywhere—being generated, collected, and mined for all kinds of purposes. To make and interpret decisions in today's world, we all must be statistically literate. Recent curricular policy documents (e.g., CCSSM, GAISE, MET 2) increased the importance of statistics and probability as pillars of the secondary school mathematics curriculum. How does this increased attention to data and chance affect your teaching and your students' learning?

The Editorial Panel of *Mathematics Teacher* invites teachers to share their experiences teaching statistics and probability. We particularly encourage submissions that help other *MT* readers gain new perspectives on dynamic approaches involving students in the process of wrestling with data and chance.

- How do you harness students' interests to engage in authentic statistical inquiry?
- What kinds of phenomena have you or your students found interesting, provocative, or especially productive in supporting statistical reasoning?

- How do you motivate students to generate their own statistical questions?
- What have you learned about the ways in which students design simulations that model statistical or probabilistic phenomena?
- What problems and solutions have you discovered when students are collecting, analyzing, and interpreting data from statistical studies?
- In what ways have you channeled the power of technology to enhance your students' understanding of probability and statistics?

You may submit your completed manuscript for review by accessing mt.msubmit.net. Indicate that the manuscript is being submitted in response to the call Statistics and Probability. Be sure to enter the call's title in the Department/Calls field. No author identification should appear in the text of the manuscript. For additional guidelines for preparation of manuscripts, see www.nctm.org/mtcalls.



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