

Nurturing the Development of Young Students' Reasoning with Statistical Models and Modeling

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There appears to be a consensus among statistics educators and researchers that robust statistical literacy, reasoning, and thinking are the most important goals for students' learning statistics, however, the challenges of teaching and learning statistics are numerous. Many statistical concepts are complex and counter-intuitive and statistics has been viewed by many students as difficult and unpleasant to learn. These challenges are multiplied when statistics is introduced in primary level, where students lack the knowledge, tools and language that are needed to understand statistics. Can we successfully introduce statistics to young students in the early years of schooling? This challenging question led researchers and educators to suggest and study new pedagogical approaches, epistemological conceptualizations and educational and technological designs to help young students succeed in learning and appreciating statistics.

In this lecture, I shall focus on current trends in the research of primary statistics education that focus on modeling-based pedagogies as a vehicle to immerse young students in meaningful statistical reasoning.