**Statistical modeling to support early statistical reasoning**

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Statistical modeling is an essential activity in a data-driven society, but this activity and how context helps make sense of it has received limited attention in educational research. In this workshop I intend to present some concrete examples that show the role of context in supporting statistical reasoning early in the statistical modeling process. I will present excerpts from seven-year-old students who were faced with tasks designed to stimulate statistical modeling. I will also provide details of the tasks used, which began with reading children's books created for the purpose of providing the context for statistical modeling. The stories in the books were set in culturally relevant contexts in which the characters had to deal with data in different formats. I will present samples of the designed children's books. In this workshop I present some actions of organization, structuring, visualization and representation of data and the role of context in the statistical modeling process. I also want to show some evidence that suggests that (1) the context of the statistical modeling tasks seems to facilitate statistical reasoning at an early age and that (2) the modeling tasks help to develop strategies to identify the attributes of the data, evaluate the model created and make sense of the data.