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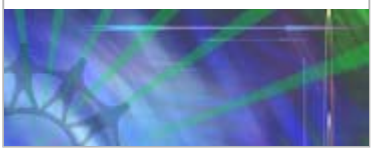

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Award Abstract #1149403

CAREER: Investigating Middle and Secondary Mathematics Teachers' Transformative Learning of Statistics within Professional Development

NSF Org:	DRL Division of Research on Learning in Formal and Informal Settings (DRL)
Initial Amendment Date:	March 30, 2012
Latest Amendment Date:	March 30, 2012
Award Number:	1149403
Award Instrument:	Continuing grant
Program Manager:	Elizabeth VanderPutten DRL Division of Research on Learning in Formal and Informal Settings (DRL) EHR Directorate for Education & Human Resources
Start Date:	June 1, 2012
Expires:	May 31, 2017 (Estimated)
Awarded Amount to Date:	$85,681.00
Investigator(s):	Susan Peters sapete01@louisville.edu (Principal Investigator)
Sponsor:	University of Louisville Research Foundation Inc 2301 S. Third St. Louisville, KY 40208-1838 (502)852-8367
NSF Program(s):	DISCOVERY RESEARCH K-12
Program Reference Code(s):	1045, 1187, 9150
Program Element Code(s):	7645

ABSTRACT

This CAREER project addresses the professional development of middle and secondary mathematics teachers by investigating teachers' statistical reasoning and targeting characteristics of professional development that support teachers' development of increasingly sophisticated ways to reason about variation. Statistical variation plays a critical role throughout statistical investigation.

The project integrates educational and research activities in its design and implementation of a professional development program and research on the professional development. The research addresses three interrelated questions: In a professional development program that encourages reasoning about variation from multiple perspectives and that encourages dilemma, critical reflection, and rational discourse:

1. How do middle and secondary mathematics teachers reason about variation from design, data-centric, and modeling perspectives?