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Submission for a topic paper or a contributed paper at ICOTS10

Please note these **acceptance requirements**:

1. Submissions will only be considered if received by **15 August 2017** using this online form.
2. The topic of the paper should be relevant to the conference theme or to one of the themes in the [Main Topics \(1-10\)](#).
3. The IPC Executive desires to maximize participation and hence may not be able to accommodate all requests. Note: The same participant may be an author or co-author of up to three papers overall, provided each paper is presented at ICOTS-10 by a different participant. Each presenter must also be registered as an ICOTS-10 participant. Other ICOTS-10 roles such as Topic Convenor, or membership of a Panel, or discussant do not affect the "rule of three".
4. Inclusion of an accepted submission in the actual conference program is conditional on at least one of the authors being registered and presenting at the conference.

Please supply the following information:

Title of paper:

(This is provisional, and you will be able to change it at a later date.)

Select up to three [topic\(s\)](#) that closely match your session's theme:

First choice **Second choice** **Third choice**

- Topic 1 : Statistics education: Looking back, looking forward
- Topic 2 : Statistics education at the school level
- Topic 3 : Statistics education at the post-secondary level
- Topic 4 : Improving teaching and capacity in statistics education
- Topic 5 : Statistics education in the workplace, government and across disciplines
- Topic 6 : Innovations in teaching probability
- Topic 7 : Statistical literacy in the wider society
- Topic 8 : New approaches to research in statistics education
- Topic 9 : Technology and multimedia in statistics education
- Topic 10 : Organisations and collaboration in statistics education
- Topic 11 : Contributed papers
- none

Abstract (max of 125 words):

In the 1980s, statistics educators were united on what to teach. Today they are not. One focus is on randomization-based inference (Lock, Tittle), a second on multi-variable big data (GAISE 2016) and a third on social statistics (Ridgway, Nicholson, Engel), confounding (Moore), statistical literacy (Watson) and visual statistics (Wild). This paper reviews 60 years of history to address a simple question: "What are statistics?" Three answers are proposed: Statistics are (1) the result of random variation, (2) the result of variation taken broadly and (3) numbers in context. After reviewing each definition and relating it to the three approaches above, this paper moves into the future by offering a fourth definition of statistics: a definition that links statistics education with critical thinking and general education.

Word count: 125

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