

IASE News October 2022



IASE Executive News written by Bruno de Sousa (Vice President of IASE)

The month after ICOTS 11... What a challenge it was, but well worth it. My first words are to thank all that were, and still are, involved in the preparation of ICOTS 11: including the wonderful team of Main Topic Convenors leaders and members, without whom it would have been impossible to create such a wonderful program; all IPC members, where every single one helped in the myriad tasks that were necessary to make ICOTS 11 happen – I will not list them here so that we won't frighten the future organizers of ICOTS 12 unnecessarily 😊; the LOC, lead by Teresita Terán who were essential in solving the many challenges that we had to face in planning ICOTS 11; the Editors' team, Sue Peters, Lucía Zapata and Fernanda Bonafini, who are continuing the work of preparing the proceedings; all the sessions chairs; Ros Tower Hotel, Congress Rental and Marcela Clemente Congresos & Eventos Corporativos for all the logistics; and last but not least all the attendees, face-to-face and online, who made this conference a very special and memorable event. Thank you all for making ICOTS 11 a reality.



I am attaching the newsletter as a pdf document to this email. If the attachment of newsletter is missing, you can find it at <https://iase-web.org/News.php>

IASE history

IASE would like to learn from its history through the reflections of the previous IASE Presidents where possible. When we could not locate or connect with a past president, we reached out to people who can write about the contributions of that specific past president.

In this newsletter, we have reflections of my dear friend Brian Phillips who was the President of IASE between 1999-2001 (see below). I met Brian in 2007 in Guimarães in Portugal during my first IASE satellite conference, since then he has been a great mentor to me. Thank you, Brian for welcoming me to the IASE family.

A/Prof Ayse Aysin Bombaci Bilgin (A²B²)

President of the [International Association for Statistical Education](#) (IASE)

Elected Member of the [International Statistical Institute \(ISI\)](#)

[Macquarie University](#), Australia



ICOTS 11 Reflections by Bruno de Sousa

ICOTS 11, Bridging the Gap: Empowering and Educating Today's Learners in Statistics was hosted by the Universidad Nacional de Rosario, Argentina and I could not be prouder to have been part of such a wonderful team that really made it happen. Since my first experience with ICOTS in 2006 in Salvador da Bahia, Brazil, I realized how ICOTS always seems to be associated with a couple of major global events: the excitement of the World Cup so well lived in such an international event as ICOTS alongside some major unexpected natural or economic crises. We missed the former by a few months this time, but we did experience a heavy dose this time with a pandemic. In 2006, we had the problem of many flights to Brazil grounded, which made it impossible for many attendees to reach Salvador, and then in 2018 in Kyoto we had floods and earthquakes. No causal effect here, but quite interesting for people like us that look into data.

The pandemic was actually the catalyst of a major paradigm shift in teaching. Although we have been talking for many years how the internet and technology could and should be used by teachers in a technological environment constantly changing in unpredictable ways, the

pandemic forced us to reflect on our teaching practices and best approaches to reach out to all kinds of students. Unintentional when proposed 4 years ago, the title Bridging the Gap: Empowering and Educating Today's Learners in Statistics could not have been a better choice for ICOTS, where our main purpose was to bring together educators, researchers, and professionals who, coming from very different backgrounds in terms of culture, language and practices, faced the challenge of the new paradigm of post-Covid realities. This points to ICOTS main strength in providing us all the possibility to grow together by sharing, in an inclusive environment, our practices, research and challenges in our profession, which indeed enables us to build the bridge to greater empowerment for educators and learners.

Appreciating how the Covid-19 pandemic has widened learning inequalities all over the World, never has it been more urgent to support Education Equity, Goal 4 of the 17 Sustainable Development Goals by 2030 proposed by UNESCO, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. This is our call to fight against the horrifying projections of UNESCO, in which over 24 million individuals from pre-school to tertiary education will not return to school after the closing of the schools during Covid-19 pandemic (UNESCO, 2020). Inclusive education is certain to be the solution to fight against discriminatory attitudes, towards a society open to real diversity in terms of socioeconomic status, ethnicity, culture, disability or LGBTQ+ individuals.

Participating in ICOTS 11 were a total of 349 attendees, 56% online and 44% onsite, with six wonderful Keynote Speakers on topics addressing statistical literacy, statistics communication, ethics, the changing nature of data, and students' engagement; 14 main topics that encompassed 274 oral presentations, 26 posters presentations; 6 SIG sessions; and 5 pre-conference workshops. More than 40 countries participated in ICOTS, with the US having the most participants (62), followed by Brazil (48), and Argentina (31). South America was the region most represented with over 120 attendees, followed by Europe and North America. The conference was held in three different languages, English, Spanish and Portuguese, enabling all of us to participate in a broader, more inclusive international forum.

ICOTS is one of the most important meetings in Statistics Education providing a rich and multicultural environment experience since 1982 in Sheffield, UK. Many topics were discussed, including our very essence as a statistician, mathematician or data scientist. The incredible and swift evolution of technology and the speed that data is generated nowadays, even from the simplest cell phone devices that we carry every minute of our lives, has to make us wonder where we are going in this 21st Century. As Mickie de Wet, a young philosopher, noted in a 2020 COST Action Riseup-PPD workshop entitled *Identifying ethical issues in patient data handling and establishing best practices*, we must examine “what it means to be a human individual in this hyper-connected technological era we find ourselves in. It is only from there that we can begin to develop a solid foundation from where to start addressing the new ethical issues that are beginning to emerge as a result of the implementation of these technologies and the increasing use of and focus on big data.” Thus said, I would reflect that it does not matter what methods we use – whether we are statisticians, mathematicians or data scientists – rather, we must look to something of greater value, that is, collaborating to solve real problems in our increasingly fast-moving and evolving world, one in which we need to take responsibility for and promote the careful considerations and ethical implications when generating and handling data.

Something to contemplate until we gather again at ICOTS 12 in Brisbane, Australia or in our continued discussion via our ICOTS 11 WebApp at https://whova.com/portal/webapp/icots_202209/sign_in

Reflections of Brian Phillips: IASE President 1999-2001



My first experience with ICOTS was when a Swinburne colleague suggested I attend ICOTS-2 in Victoria, BC, Canada in 1986 to see what was the latest in statistical education. It was very exciting to meet people with stimulating new ideas in statistics education including Dick Scheaffer and Gail Burrill (USA Quantitative Literacy Project), Andrejs Dunkels and Kerstin Vännman (from Lulea, near the Arctic Circle in Sweden), Larry Weldon from Canada as well as some of the UK ICOTS-1 group which included Peter Holmes, Vic Barnett, Flavia Jolliffe, and Anne Hawkins. Here traditional ways of teaching statistics were being questioned and new ways suggested which were being helped by the introduction of personal computers during the 1980s. It is interesting to reflect on the shifts in emphasis of ICOTS papers which occurred from 1982 to 2002 as reported in Maria-Gabriella Ottaviani's ICOTS-6 plenary talk; it would be good to look at the changes since then.

Following ICOTS-2, Anne Hawkins invited a number of us to take part in the 1988 ISI Round Table Conference which preceded ICME-6. This special meeting was held in the hills above Budapest, Hungary in very hot conditions near the end of the communist era where I met a number of amazing people who later became key figures in the IASE. In 1990 I attended ICOTS-3 in freezing Dunedin, which further hooked me into the statistics education network. I was thrilled to be elected to the first IASE executive with David Moore as President and Anne Hawkins as President-Elect. At the first Exec meeting in Florence in 1993, I was given the 'innocuous' role of looking after meetings. This turned out to be a challenging, though very satisfying, task. The former ISI Education Committee was already organising ICOTS-4 in Marrakesh with Anne Hawkins as the Chair, so I was asked to look after ICOTS-5. My training ground was running the statistical education sessions at ICME-8 in Seville, Spain, 1996, followed by a wonderful Round Table meeting in Granada run by future IASE President, Carmen Batanero. The speakers at Seville and Granada played important roles in many future IASE events.

As the IPC Chair for ICOTS-5, Singapore 1998, I was very lucky to work with Lionel Pereira-Mendoza, who was on the local organising committee and was the Chief Editor. He produced a large Three Volume set, the last ICOTS Proceedings to appear in hard copy. This experience was invaluable when I became the International Organiser and Editor for ICOTS-6, 2002, where we provided a refereed option plus produced a CD of the proceedings. Some special memories of this event involved working closely with many incredible people including Maria-Gabriella Ottaviani, Carmen Batanero and Dani Ben-Zvi along with the great South African team, especially Jacky Galpin and Delia North. We had quite an anxious time when, for African political reasons, the meeting was moved from Durban to Cape Town shortly before the event. However, this proved to be very fortuitous as the location and facilities made for a marvellous meeting enhanced with superb African music and visits to fascinating sites including Mandela's Robben Island and a soul wrenching South African township, Khayelitsha. It has been especially satisfying to see the effect this meeting had on statistics education in South Africa.

Numerous events have grown out of IASE events, some of which I had a major involvement in. After I took over my role as IASE President at the ISI WSC in Helsinki, Finland, 1999, Larry Weldon and I had the idea to run satellite meetings attached to ISI World Congresses. This idea was accepted and the first was run in Seoul, Korea, 2001, on Statistical Literacy. It is very pleasing to see this concept has continued and to see how it has helped get people involved in the IASE. Ayse Bilgin was a participant at the wonderful Guimarães satellite, Portugal 2007, she became heavily involved in the Association and is now doing a wonderful job as President. Another initiative which grew out of my ICOTS experiences are the OZCOTS conferences which I started in 1998, then with the remarkable efforts of Helen MacGillivray, are now regularly run as part of the Australian Statistical Conferences.

I have far too many fantastic IASE experiences and memories to mention here, but they include learning so much at stimulating conferences, visiting many incredible places, and in particular making so many wonderful friends all around the world, a number of whom I am still in regular contact with. I highly recommend that people get actively involved with IASE activities and wish the very best for the future of the IASE which has been such an important part of my life.

Further reading – both found in the ICOTS-6 Proceedings, Cape Town. (IASE Website)
Ottaviani, Maria Gabriella (2002). 1982-2002: From the Past Towards the Future.
Phillips, B. (2002). The IASE: Background, Activities, and Future.

IASE online workshops and webinars

Information about future or past IASE webinars can be found at <https://iase-web.org/Webinars.php>.

SERJ News

You can read the articles published in SERJ at <https://iase-web.org/ojs/SERJ/index>

The special issues is newly published and can be found at <https://iase-web.org/ojs/SERJ/issue/current>

ISI Online Courses 2022

The ISI is currently holding its second edition of the Online Course Programme, organized in cooperation with the ISI Associations. The programme covers various areas of statistics and data science; an overview of the upcoming courses is given below.

We invite you to register for the course(s) of your choice in advance in order to secure your spot. Registrations can be made via [ISI Online Courses 2022 | ISI \(isi-web.org\)](#). We have kept the fees as low as possible and offer discounted rates for students and participants from developing countries.

ISI Membership Elections 2022

I strongly encourage all of the IASE members to become elected ISI members. The information needed to become an ISI elected member can be found at <https://www.isi-web.org/membership/individual/elected> If you need help identifying people to nominate you ISI elected membership, you can find the names of ISI members at <https://www.isi-web.org/about/members/individual> Please do not let one more year go, consider applying as soon as you can to become an elected ISI member to become a member of wider community.



64th ISI World Statistics Congress 2023 - Ottawa

Contributed Paper/Poster Sessions – Submit your Abstract!

Deadline: 21 November 2022

The ISI invites the statistical community to submit abstracts for presentation at the 64th WSC 2023, to be held 16-20 July in Ottawa, Canada. The WSC will highlight the developments and contributions of statistics, statistical science, and data science in all aspects of life. The WSC 2023 will host talks and presentations on a wide variety of topics, with the overall goal of presenting a balanced programme that provides a sense of the current state and future direction of statistics and their applications. The programme will span the full field of statistics including academia, business, industry, government and official statistics in line with the breadth of ISI and the Associations affiliated with ISI.

Contributed Papers/Posters can be submitted by any individual or organisation. Presentation will be during a session or as a poster presentation (preference can be indicated in the submission system). For presentation in a Contributed Paper Session, the contributed papers will be combined into sessions with as much similarity in topic coverage as possible. The decision regarding the presentation mode for each accepted paper will be taken by the Scientific Programme Committee (SPC) considering the author's request, but also considering demand and capacity constraints.

For the submission to be considered by the SPC, it should include a title and an abstract (maximum of 500 words). In order to be included in the WSC Proceedings, a short paper (maximum 6 pages) will need to be submitted in 2023. The paper must not have been published in any other conference proceedings or publication before the 64th WSC. The copyright for the abstracts and papers in the proceedings resides jointly with the authors and the ISI. Authors are free to publish expanded versions of the material elsewhere.

Once accepted, a contributed paper will be listed in the programme and presented as a:

- Contributed Paper/Oral Presentation, or
- Poster Presentation

Please use the Submission System to submit your contributed paper/poster abstract. You will need to create a new account with e-mail and password for this system. (If you previously submitted an IPS proposal via the Submission System, please note that you can use the same account for submitting a CPS.) The submission should follow the instructions as given in each step of the Submission System.

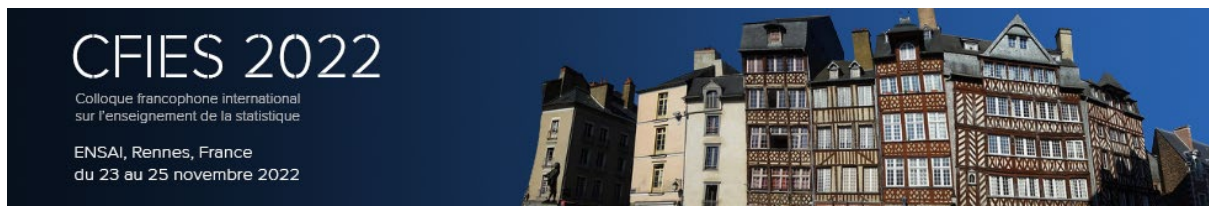
ISI Platform Instructions:

1. Before submitting your abstract, you will need to [register on the platform](#). (If you created an account to submit an IPS proposal, you can skip this step and login with your existing account.)
2. If/When you have already registered on the platform, [you can login](#) and view your profile and access the CPS submission platform.
3. Once you are registered and logged in, you need to go to the CPS proposal submission area.
4. Once in the submission area, please follow the guidelines below to submit your abstract. You can save a draft submission and come back to edit at any time. Once you press on submit, you will no longer be able to edit your abstract.
5. You can access your profile at any time to see the submissions you have created and to update your profile details.

[Guidelines for CPS presenters](#) are available online.

Do you have questions or issues submitting your IPS proposal? Please send an e-mail to scientific@isi2023.org.

WSC 2023 Team
International Statistical Institute
www.isi2023.org



7th International French-speaking Conference for Teaching Statistics (CFIES)

The 7th International French-speaking Conference for Teaching Statistics (CFIES), will be held in Rennes (France) from November 23rd to 25th, 2022. The objective of this 3-day conference is to bring together teachers and researchers from the disciplines concerned (mathematics, educational sciences, knowledge engineering, computer science). The main themes this year are "statistical and digital education" and "competency-based education". Registration for the conference is now open. All relevant information may be found on the website:

<https://cfies2022.sciencesconf.org>

Looking forward to welcoming many of you in Rennes,

Antoine ROLLAND, Head of the program committee

Guillaume CHAUVET, Head of the organizing committee

Interested in the Ethics in Data Science Infographics?

You are invited to participate in a study on 'Ethics in Data Science Infographics'. The purpose of this study is to investigate the perception of infographics and their interpretations of infographics and compliance towards ethical values and principles in Data Science.

Participation in this study is entirely voluntary. If you decide to participate, first you will complete a demographic questionnaire and knowledge questionnaire. Then you will be presented with an initial infographic with scenarios followed by questions, then a second infographic is presented with interpretation questions, followed by scenarios and questions related to the infographic. Lastly, you will be presented with a final infographic again followed by questions. You can access and complete the study online from any location where you will not be distracted. The duration of the study is expected to less than 30 minutes.

If you would like to contribute to the research please take this link

https://mquni.au1.qualtrics.com/jfe/form/SV_0og6Px6fQcXpslC

The study is being conducted by Salma Banu Nazeer Khan, Department of Computing, salma.khan@students.mq.edu.au to meet the requirements for Doctor of Philosophy under the supervision of Professor Deborah Richards, 61 (0)2 9850 9567, deborah.richards@mq.edu.au, School of Computing, Faculty of Science and Engineering as well as Associate Professor Ayse Bilgin, 61 (0)2 9850 8509, ayse.bilgin@mq.edu.au, School of Mathematical and Physical Sciences, Faculty of Science and Engineering and Associate Professor Paul Formosa, 61 (0)2 9850 8837, paul.formosa@mq.edu.au, Department of Philosophy, Faculty of Arts.

Statistics Behind the Headlines by A. John Bailer & Rosemary Pennington

<https://www.routledge.com/Statistics-Behind-the-Headlines/Bailer-Pennington/p/book/9780367902520>

How do you learn about what's going on in the world? Did a news headline grab your attention? Did a news story report on recent research? What do you need to know to be a critical consumer of the news you read? If you are looking to start developing your data self-defense and critical news consumption skills, this book is for you! It reflects a long-term collaboration between a statistician and a journalist to shed light on the statistics behind the stories and the stories behind the statistics. The only prerequisite for enjoying this book is an interest in developing the skills and insights for better understanding news stories that incorporate quantitative information.

Chapters in Statistics Behind the Headlines kick off with a news story headline and a summary of the story itself. The meat of each chapter consists of an exploration of the statistical and journalism concepts needed to understand the data analyzed and reported in the story. The chapters are organized around these sections:

- What ideas will you encounter in this chapter?
- What is claimed? Is it appropriate?
- Who is claiming this?
- Why is it claimed? What makes this a story worth telling?
- Is this a good measure of impact?
- How is the claim supported?
- What evidence is reported?
- What is the quality/strength of the evidence?
- Does the claim seem reasonable?
- How does this claim fit with what is already known?
- How much does this matter?
- Considering the coverage

Chapters close with connections to the Stats + Stories podcast.

20% Discount Available - enter the code FLA22 at checkout*

Hb: 978-0-367-90253-7 | \$59.96

Pb: 978-0-367-90252-0 | \$23.96



**15th International Congress on
Mathematical Education**

7-14 July 2024 • ICC Sydney, Australia

Come and be counted

The 15th International Congress on Mathematics Education will be July 7-14, 2024 in Sydney Australia. Please visit <https://icme15.com/home> for information and <https://icmsaust.eventsair.com/icme-15/expression-of-interest/Site/Register> to register your expression of interest and subscribe to the ICME-15 newsletter.