

## **ABSTRACT**

When reviewing the current Plans and Programs (from 1999 and 2018) for the training of Telesecundaria teachers, it was observed that the didactic activities that are proposed for statistical education are scarce and outdated, both in the 1999 Plan and in the 2018 Plan. Likewise, it was found that there is a great disarticulation between the Study Plans that guide the training of future Telesecundaria teachers and the Study Plans of secondary education students. These observations motivated the present investigation.

In order to contribute to the generation of knowledge in the area of training Telesecundaria teachers, particularly in the field of statistical education, a didactic proposal based on working with statistical projects was designed to be implemented within the teacher training process of this undergraduate program. Thus, the objective of this research is to analyze the implementation of statistical projects as a learning strategy for future teachers. Specifically, it is analyzed whether working with statistical projects underpin the development of elements of three learning approaches: culture, reasoning, and statistical thinking. Besides, the extent to which working with statistical projects can be used as a strategy for training teachers is explored.

The results show that it is possible that working with statistical projects allows future teachers to develop elements of the three learning approaches and raise awareness of the use of statistics as a useful tool for solving real-world problems related to their profession.