



Adriana D'Amelio

## Inspire to participate in the Poster Competition!

Welcome to the ISLP Newsletter of April 2018. In this Newsletter country coordinators and cooperation partners tell us about their competition experiences which inspires to participation. We announce the incorporation of a new category of university students and the Latin American Pre-competition.

Among the articles Finland is presented with three articles. Katri Soinne tells about her experience as a jury member and about the processes which led to the selection of the winning posters. The winners of the Poster Competition of Finland in 2017, Taina Lötjönen and Terhi Rasikannas, write about the participation and creation of their poster in the article: "A Historical Horse Travelled to Marrakech". Jasmin Mäki tells how in Finland they cooperate with partners and about interaction with other organizations to promote the competition, as well as about finding sponsors, such as JMP from SAS.

Volker Kraft, the JMP Academic Ambassador, announces in his article that JMP Student Edition is available for free for the ISLP poster competitions, and tells about the support resources to get started for the first-time users. Mauren Porciúncula draws attention the importance of the poster session presentations by James Nicholson, Alejandra Sorto and Pedro Campos in Rio de Janeiro and Macao. The session had as objective to show how the international jury evaluates the posters and the characteristics of a good poster should have.



Sohee Kang is also realizing investigations at the lecture halls to increase the participation in quantitative courses via technically improved novel communication. Maslikhat Zamirbekkyzy tells about the first-time participation of Kazakhstan in the ISLP Poster Competition 2017 and how they achieved the second award in the international competition, about their work at schools and the important role of the teachers in the identification of motivated students

to participate. Peter Kovacs participates in developing the program ProCivicStat: Promoting civic engagement via explorations of evidence. The very beginning of the competitions in 2007 is narrated by Juana Sánchez and Pedro Campos, as well as the continuity and growth of the competitions.

The Executive Team wishes to express their gratitude for the writers of this Newsletter for their contribution in increasing the participation in the competitions 2018-2019. ■

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## Inspira a participar en la Competencia de Carteles!

Bienvenido al Boletín ISLP de April de 2018. En este boletín coordinadores y socios nos cuentan sus experiencias en las competencias contribuyendo a alentar a la participación. Anunciamos la incorporación de la categoría de los estudiantes universitarios y las Competencias Latinoamericanas.

Entre los artículos Finlandia está representada con tres artículos. Katri Soinne cuenta su experiencia como jurado y los procesos que pasaron para llegar a nombrar los carteles ganadores. Las ganadores del concurso de carteles de Finlandia 2017, Taina Lötjönen y Terhi Rasikannas, escriben sobre la participación y la creación de su cartel en el artículo: "Un caballo histórico viajó a Marrakech". Jasmin Mäki cuenta como en Finlandia trabajan con socios y sobre la interacción con otras organizaciones para promover la competencia, tanto como sobre buscar los espónsos como JMP de SAS.

Volker Kraft, Embajador Académico JMP se hace presente también para anunciar que JMP Student Edition está disponible gratuitamente para la competencias de carteles de ISLP y los recursos de apoyo para que los usuarios primerizos puedan comenzar. Mauren Porciúncula expresa la importancia del taller de James Nicholson, Alejandra Sorto y Pedro Campos en Rio de Janeiro y en Macao. Taller que tuvo el objetivo de mostrar como el panel internacional

interviene en la evaluación de los carteles y las características que un buen póster debería tener.

Sohee Kang también está llevando a cabo investigaciones en el aula para aumentar la participación en cursos cuantitativos a través de una novedosa comunicación mejorada técnicamente. Maslikhat Zamirbekkyzy cuenta como Kazajstán participó por primera vez en la Competencia de Carteles de ISLP en 2017 y como lograron llegar al segundo puesto internacional, sobre su trabajo en las escuelas y el papel vital de los maestros en la identificación de estudiantes motivados a participar. Peter Kovacs participa en desarrollar el programa ProCivicStat: Estadísticas pro compromiso cívico. Los inicios de las competencias en el 2007 esta contado por Juana Sánchez y Pedro Campos tanto como la continuidad y el crecimiento de las competencias.

El equipo ejecutivo agradece a los participantes de este boletín por su contribución a aumentar la participación en las competencias 2018–2019. ■

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Volker Kraft

# JMP Student Edition – freely available for ISLP Poster Competitions

Starting in 2018, JMP Student Edition is freely available for creating powerful graphics and data analytics in the ISLP poster competition. JMP Student Edition is very easy to learn, and its comprehensive statistics and visualizations make it ideal to tell the stories behind data. This article provides all information about SAS and JMP, the software and supporting resources to get first-time users started.

## The JMP and SAS connection

JMP has been a part of SAS since the first version of JMP statistical discovery software was launched in 1989, bringing interactive data visualization and analysis to the desktop. SAS is the leader in business analytics software and services, and the largest independent vendor in the business intelligence market. Through innovative solutions, SAS helps customers at more than 60,000 sites improve performance and deliver value by making better decisions faster. Since 1976 SAS has been giving customers around the world THE POWER TO KNOW®.

JMP is a business unit of SAS that produces interactive software for desktop statistical discovery. Pronounced “jump,” its name suggests a leap in interactivity, a move in a new direction. John Sall, SAS co-founder and Executive Vice President, created this dynamic software and remains its chief architect and leader of the JMP division. Introduced in 1989 with scientists and engineers in mind, JMP has grown into a family of statistical discovery products used worldwide in almost every industry. One product is JMP Student Edition, which comes with every even release of JMP (JMP SE 12 to-day, JMP SE 14 is expected in summer 2018).

## JMP Student Edition: Easy to learn and use

Powerful software doesn’t have to be complicated. With JMP Student Edition, a simple interface with no

programming required means more time exploring and analyzing data from many perspectives. JMP Student Edition provides the same opportunity for intuitive point-and-click data analytics and visual exploration – helping students grasp the application of statistical concepts in a way they have never experienced before.

## JMP Student Edition: Highly flexible import and export

Data can be imported in many different ways: Open text files or Excel spreadsheets using the Import Wizard, load data from internet pages or enter or simulate your own data. Table tools to sort, split or stack data help to bring data into shape before the analysis.

JMP can export all results as publishing-ready vector graphics which can be directly used in posters. Other export options include HTML, interactive HTML, PowerPoint and Excel. Annotation tools help to highlight important findings directly in JMP.

## Supporting resources

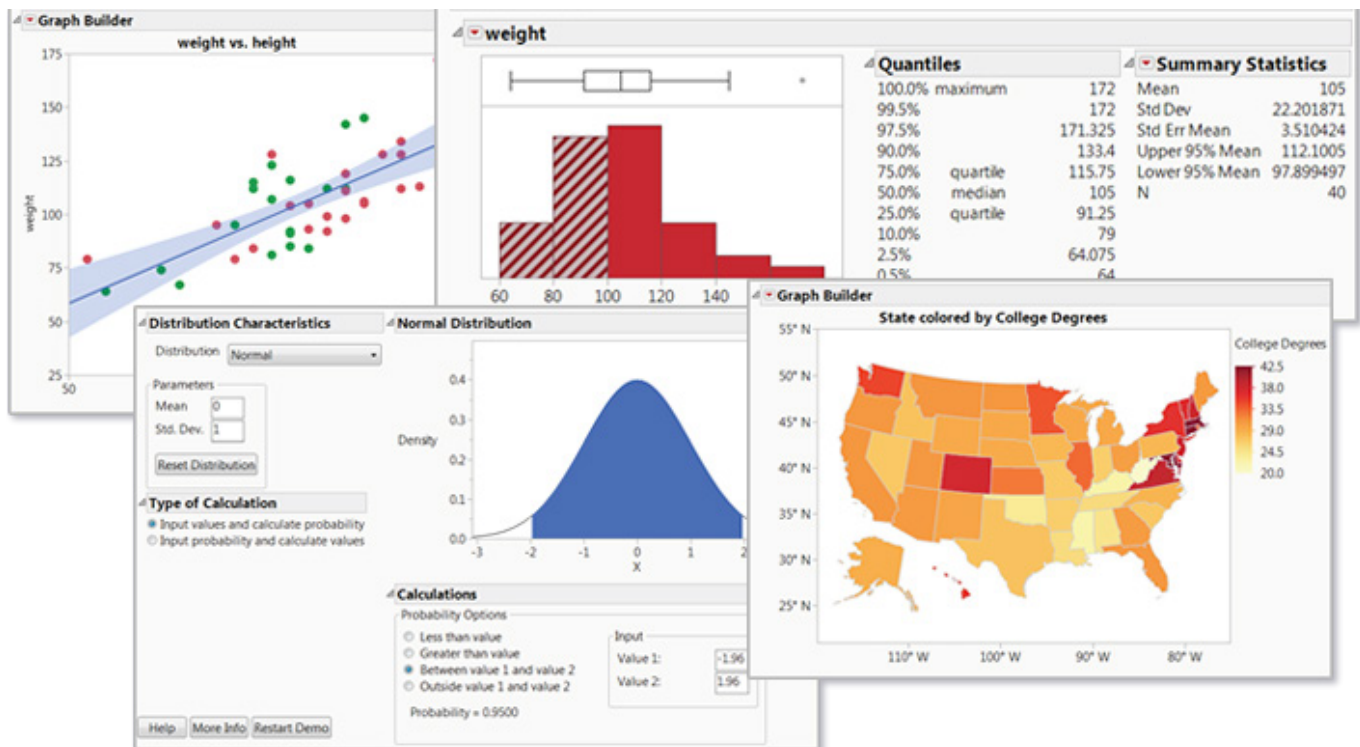
With a host of free online resources at your fingertips, creating posters with JMP can be fun:

- The built-in help includes interactive tutorials, the Using JMP Student Edition Users Guide, and teaching and learning applets.

- The SE Quick Guide lists where to find different types of graphs and analyses.

- Online resources like videos, one-page guides and case studies provide further examples, getting started instructions and best practices.

- The JMP User Community provides more resources and discussion forums.



JMP Student Edition licenses are valid for two years and available for Windows and Mac.

## How to download JMP Student Edition

JMP Student Edition will be available for students, teachers, faculty staff and country coordinators, who participate in or promote the competition. Students are free to use any software or tools in their work.

For more information about JMP student edition including how to get it, use it and resources for learning it, please follow the links. To download JMP Student Edition, use the Authorization code provided by your country coordinator.

Country coordinators provide participants with the Authorization code to download the software. Only after the coordinator has registered the first participants in the competition, the coordinator will receive the code to be further distributed. The country coordinator informs the ISLP Project worker Jaana Kesti (jaana.kesti@stat.fi) about the amount of participants from their country. This can be done at any phase of the competition, and more students can be signed up later.

## Three gems of Student Edition

Summing up, here are three gems for any poster author, which really make a difference and can only be found in JMP:

**Red triangles:** Being a data-driven navigation, a JMP user gets a menu with the appropriate choices at every step. Red triangles are context-menus and a basic component of JMP's progressive interface. They allow to dig deep-

er, modify outputs or run statistical tests, based on the broader analysis context and types of variables used.

**Dynamic linking:** In JMP everything is connected. Selecting data in one window also selects the same data in all other windows. This includes all reports and underlying data tables, and is a game changer in finding patterns and exploratory data analysis.

**Graph Builder:** The most versatile and interactive graphing tool for visualizing one, two or multiple variables in JMP. Simply create scatterplots, box plots, line fits, heat maps, parallel plots and many more graph types by drag and drop. Color, group or wrap by other variables, or combine the generic Data Filter and Column Switcher. Graph Builder also supports mapping of location-based data, using background maps, online street maps or Esri shapefiles. ■

## Links:

Why JMP? See our 60 second videos at [www.jmp.com/why](http://www.jmp.com/why)  
 Product information, incl. Quick Guide, Features and System Requirements: [www.jmp.com/student](http://www.jmp.com/student)  
 Online Resources, incl. Learning Library and On-demand webcasts: [www.jmp.com/teach](http://www.jmp.com/teach)  
 Free download with ISLP code: [www.jmp.com/sedownload](http://www.jmp.com/sedownload)  
 JMP Tutorial for Posters: <https://youtu.be/a6InleTalEg>

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Juana Sanchez, Pedro Campos

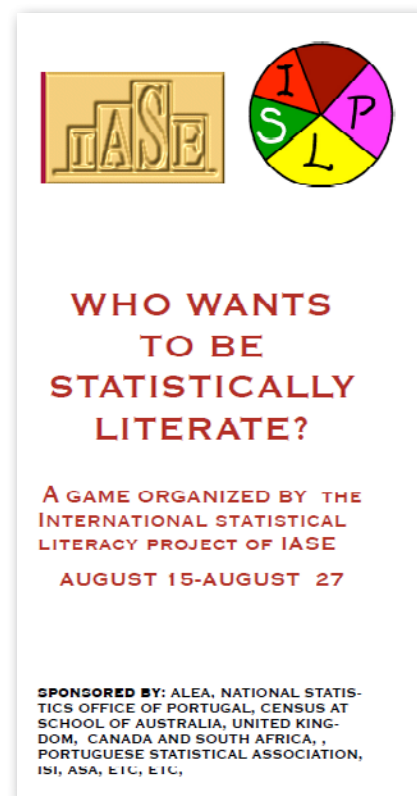
# The first competition of the ISLP

## Introduction

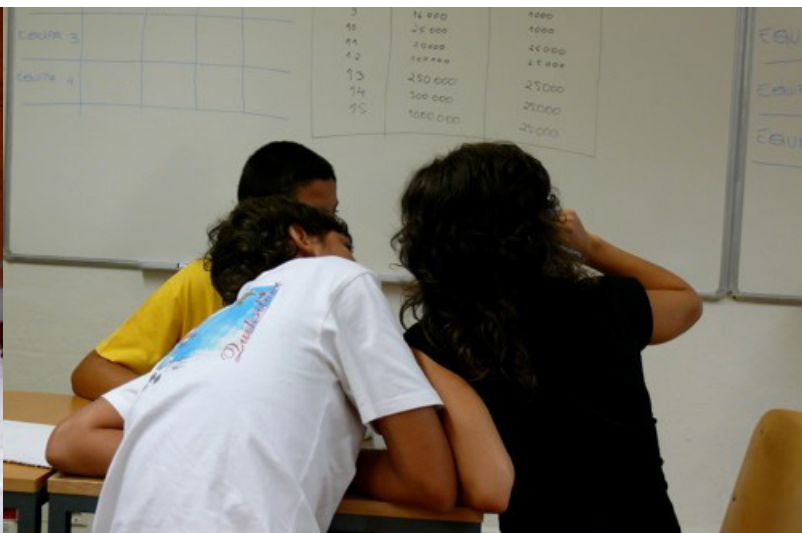
Evidence informed decision making at all levels of society is not be possible without access to data and information (MacFeely et. al, 2017). Today, as statistics educators see the need to encourage statistical literacy among students, the popularity of statistical competitions has increased. Particularly as statistics educators believe, it is necessary to provide an experimental environment with real data to answer relevant questions about the real world (Sanchez et. al, 2011). Many statistical offices have embraced the idea of organising statistical competitions based on real data. Poster

competitions, for example, are increasingly becoming a popular way of motivating students and teachers to advance statistical literacy. The very first statistical competition ran by ISLP was based on the game “Who wants to be a Millionaire” and took place in Portugal in August of 2007.

The objective of this first competition was to promote the statistical literacy resources of Portugal. The ISI meeting was going to be in Lisbon in 2007, and the IASE’s satellite conference would be in Guimaraes shortly before that. We wanted to make school children participant in all these world events somehow. The



Competitors are working hard to solve the exercises.





Competitors received prizes and certificates.

authors of this article teamed to launch a mailing to 221 Middle and High Schools in Portugal, to invite them to participate in the statistical literacy game that would take place around the time of those conferences. We established a very efficient division of labor. Pedro provided all the addresses and institution names that we should contact, and helped translate the invitation letters and the brochures that Juana, then ISLP director sent to the school boards. He also promoted the game in the web site of ALEA, which is accessed by all schools in Portugal. Juana, at the same time, would work with the IASE executive, contact Portuguese and USA institutions, publishers and individuals in the statistics community. We both looked for sponsors and locations to hold the games. Sponsorships were sought to guarantee that there would be some funding for the expenses of the competition, for prizes to students and buildings to hold the games. We received a response from teachers in 17 schools with several teams and numerous sponsors. Although not all schools ended up attending the competition, they trained. The competition was a clear example of what collaborative work to promote a country's rich resources in statistical literacy can do. Without that collaboration and those resources, the competition would not have been possible.

### How it was...

The competition was entitled: "Who wants to be statistically literate?" After registration, the teachers registered several teams of two or three students each from their school. Then they were sent sample games with statistics literacy questions in Portuguese language in order to practice. The teachers helped students during the practice period. Each game gave references in Portuguese to look at to prepare the topics behind each question. Most of the questions came from the

ALEA project web site <http://www.alea.pt/> and the links there, from ISLP resources, and from the many examples contributed by individuals actively involved in statistics literacy in Portugal, among them Maria Manuel da Silva Nascimento. There were two levels of games: those for the middle school students, and those for the high school students.

After the preparation phase, three locations in Portugal held games: Valença do Minho with 4 teams, Porto, with four teams and Guimarães with another four teams. In total, seven schools participated with a total of 12 teams. Pedro was in charge of all of the logistics of the game in Porto. Bruno Sousa of those in Guimarães, and Juana of those in Valença do Minho. University students from University do Minho helped with the administration of the games, which were displayed on



There were also some refreshments available for competitors.



#### 2nd Team Middle School

Soraia Correia Pacheco, David Passas Rodrigue  
Excola EB2,3 de Valença do Minho  
Teacher: Deolinda Manuela Souto Agra  
with Juana Sanchez and Chris Wild

a data projector, while the teams competed to solve them. Teams with the largest number of points in each location participated in the final competition in Guimarães. All participants received prizes donated by ISLP sponsors and a certificate. The winners in each category received 100 euros for each member of the team, the second team in each category received 50 euros for each member of the team. The teachers of the winning teams received prizes donated by our sponsors.

Examples of the games used for training can be found at <https://iase-web.org/islp/documents/Media/game1.pdf> (needs translation)

#### **Conclusion: lessons learned to further competitions**

The next competition of the ISLP was in 2009, a world-wide competition in 3 phases in many countries, but with similar format to the Portuguese one. The finalist teams competed at the ISI meeting in Durban, South Africa, in 2009. After that, the competitions became

poster competitions. Regardless of format, the main goal of the ISLP competition has always been to increase awareness of statistics among students and teachers throughout the world, to promote statistical literacy resources and to bring together stakeholders interested in statistical literacy in each country. To enter the poster competition, students must work as a team, investigate real questions using data, use calculation and graphical skills, interpret statistical results, and develop written communication skills. ■

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## Concurso Latinoamericano de Póster

La participación en los países de América Latina ha disminuido en más del 50 % desde la primera competencia (ver gráfico). El ISLP consultó a los coordinadores de los países latinoamericanos sobre los motivos. Una de las dificultades fue que el calendario académico no está alineado con el calendario de ISLP. De ahí surge el motivo de organizar una Competencia Latinoamericana.

### Un poco de análisis de la evolución en la participación de los países en el Concurso de Poster del ISLP

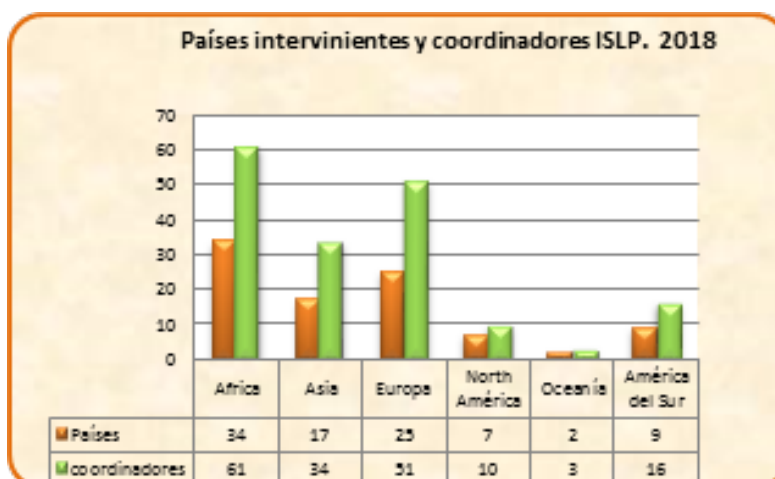
Como podemos observar la participación de los países y coordinadores es muy importante. Estamos trabajando para incorporar a otros países a participar del ISLP.

## Latin American Poster Competition

Participation in Latin American countries has declined by more than 50 % since the first competition (see chart). The ISLP consulted the coordinators of Latin American countries about the reasons. One of the difficulties was the academic calendar there is not aligned with the ISLP calendar. Hence the reason for the Latin American competition.

### A brief analysis about the evolution in the participation of the countries in the ISLP Poster Competition

The participation of countries and coordinators is very important. We are working to encourage others to participate.

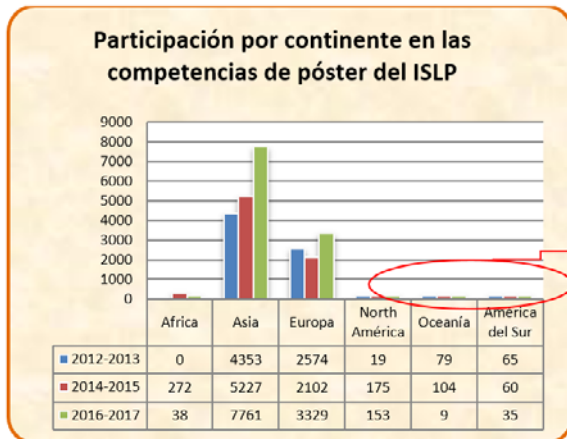


Source: Elaborated by Adriana D'amelio based on information at the ISLP website (2018).

## Participación de los continentes

El concurso de poster empezó con la prueba piloto en 2007 como lo cuentan Juana y Pedro en su artículo y continuó en 2009 en Sudáfrica con la participación directa de los estudiantes, quienes pudieron manifestarse intelectualmente e interactuar socialmente.

Esa experiencia fue maravillosa, gracias al trabajo del ISLP con su directora Juana Sánchez. Luego hubo competencias 2010-2011, 2012-2013, 2014-2015 y la última fue 2016-2017.



Source: Elaborated by Adriana D'amelio based on information at the ISLP website (2018).

## Evolución

En estos gráficos mostramos la participación en las últimas tres competencias y vemos que el crecimiento ha sido de un 37 %.

## Concurso

Las Competencias de Poster Latinoamericano consisten en la presentación de una investigación en un póster, con aportes originales realizados por niños, jóvenes y adultos con la orientación de profesores y el asesoramiento de especialistas o investigadores.

Esta idea de competencia Latinoamericana surge de la necesidad de coordinar los tiempos de período escolar de Latinoamérica que son diferentes a otros países para promover mayor participación. Comienza con el ciclo lectivo 2018 y finaliza en agosto para dar los resultados en octubre en el CLATSE (Congreso Latinoamericano de Sociedades de Estadística) a realizarse en México.

Todos los países seleccionarán primero los tres mejores carteles de cada categoría. El jurado latinoamericano decidirá el orden de los ganadores y se les premiará con certificados en el CLATSE. Los mejores carteles de todos los países continúan hasta la final internacional. Los países son libres de organizar sus propias ceremonias de premiación además de CLATSE y premiar a los estudiantes a nivel nacional si así lo desean.

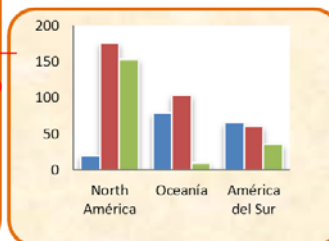
## Continental participation

The poster competition began with a pilot competition in 2007, as Juana and Pedro narrate in their article, and it continued in 2009 in South Africa with the direct participation of students, who could demonstrate their intellect and sociability.

That experience was wonderful which was thanks to the hard work of the ISLP and its director Juana Sánchez. Since then there have been competitions in 2010-2011, 2012-2013, 2014-2015 and most recently in 2016-2017.

## Evolution

These charts illustrate the participation in the last three competitions. An increase of 37 % can be observed.



Source: Elaborated by Adriana D'amelio based on information at the ISLP website (2018).

## Competition

The Latin American Poster Competition consists of a presentation of an investigation in a poster, with original contributions made by children, young people and adults under the guidance of professors and the advice of specialists or investigators.

The idea of a Latin American competition arises from the need to align with school calendars in order to promote greater participation. It began with the school year in 2018 and will end in August to have results ready by October for the CLATSE (Latin American Congress of Statistical Societies) to be held in Mexico.

All the countries will first select the three best posters of each category. The Latin American jury will then decide the order of the winners and award with a certificate in CLATSE. The best posters of all countries

## Objetivos

- Promover acciones educativas que favorezcan el desarrollo de la alfabetización estadística
- Desarrollar habilidades de indagación y divulgación científica a través de un poster con herramientas estadísticas

## Normas generales

Las normas generales se encuentran en la página web del ISLP concurso de carteles 2018-2019

[https://iase-web.org/islp/Poster\\_Competition\\_2018-2019.php?p=Concurso\\_Latinoamericano](https://iase-web.org/islp/Poster_Competition_2018-2019.php?p=Concurso_Latinoamericano).

La participación será a través de la formulación, desarrollo, presentación del poster y de un informe del tema elegido. Esta idea de presentación de un informe breve surge de la necesidad de que los estudiantes defiendan la idea del póster, además los ayuda a entender los procesos que se debe considerar para cumplir con los criterios de evaluación. Basado en mi experiencia como miembro del jurado es importante que los estudiantes defiendan en un informe la temática que han desarrollado. Es de gran ayuda en la decisión final del jurado.

## Evaluación

La evaluación de los proyectos se realiza de acuerdo a indicadores definidos por el ISLP

Los comentarios del jurado son de dos tipos:

- Evaluación del poster
- Orientación y/o sugerencias para mejorar

Una de las solicitudes de los coordinadores de países fue la necesidad de tener una devolución para poder mejorar en competencias futuras.

Gracias a los aportes de los coordinadores hemos realizado estas modificaciones necesarias para facilitar la participación. Estamos a su disposición para ayudar a incrementar la participación a la contribución de la alfabetización estadística de su país. Sabemos que no es la única manera de alfabetizar ya que muchos lo están haciendo desde otro ámbito pero consideramos que en esta manera de participación se involucran docentes y alumnos de todos los niveles educativos.

*“Ánimo y Suerte”*

still continue to the international final. The countries are free to arrange their own award ceremonies in addition to CLATSE and prize the students nationally if they wish.

## Aims

- To promote educational actions that will contribute to the development of statistical literacy;
- To develop scientific research and dissemination skills through a poster with statistical tools.

## General rules

The general rules available on the ISLP Poster Competition 2018-2019 webpage

[https://iase-web.org/islp/Poster\\_Competition\\_2018-2019.php?p=Concurso\\_Latinoamericano](https://iase-web.org/islp/Poster_Competition_2018-2019.php?p=Concurso_Latinoamericano). Participation will be through the formulation, development and presentation of the poster and a report of the chosen subject. The idea of submitting a brief report arises from the need for the students to defend their poster, and it helps them to understand the processes that should be considered to meet the evaluation criteria. Based on my experience as a jury member it is important for students to defend in a report the themes they have developed. It is very helpful for the Jury in making a final decision.

## Assessment

The assessment of the posters is done according to the criteria defined by the ISLP

The jury will give two types of feedback:

- Assessment of the poster
- Orientation and/or suggestions for improvement

One of the requests of the country coordinators has been to receive feedback in order to improve for future competitions.



Thanks to the contributions of the coordinators we have made these necessary modifications to facilitate and encourage greater participation. We are at your disposal to help increase participation in your country. We know the poster competitions are not the only way to promote statistical literacy, as many are promoting it by projects, but we believe that this is a good way to include teachers and students from all levels of education.

*“Enthusiasm and good luck”*



Maslikhat Zamirbekkyzy

# International Statistical Poster Competition 2017 in Kazakhstan

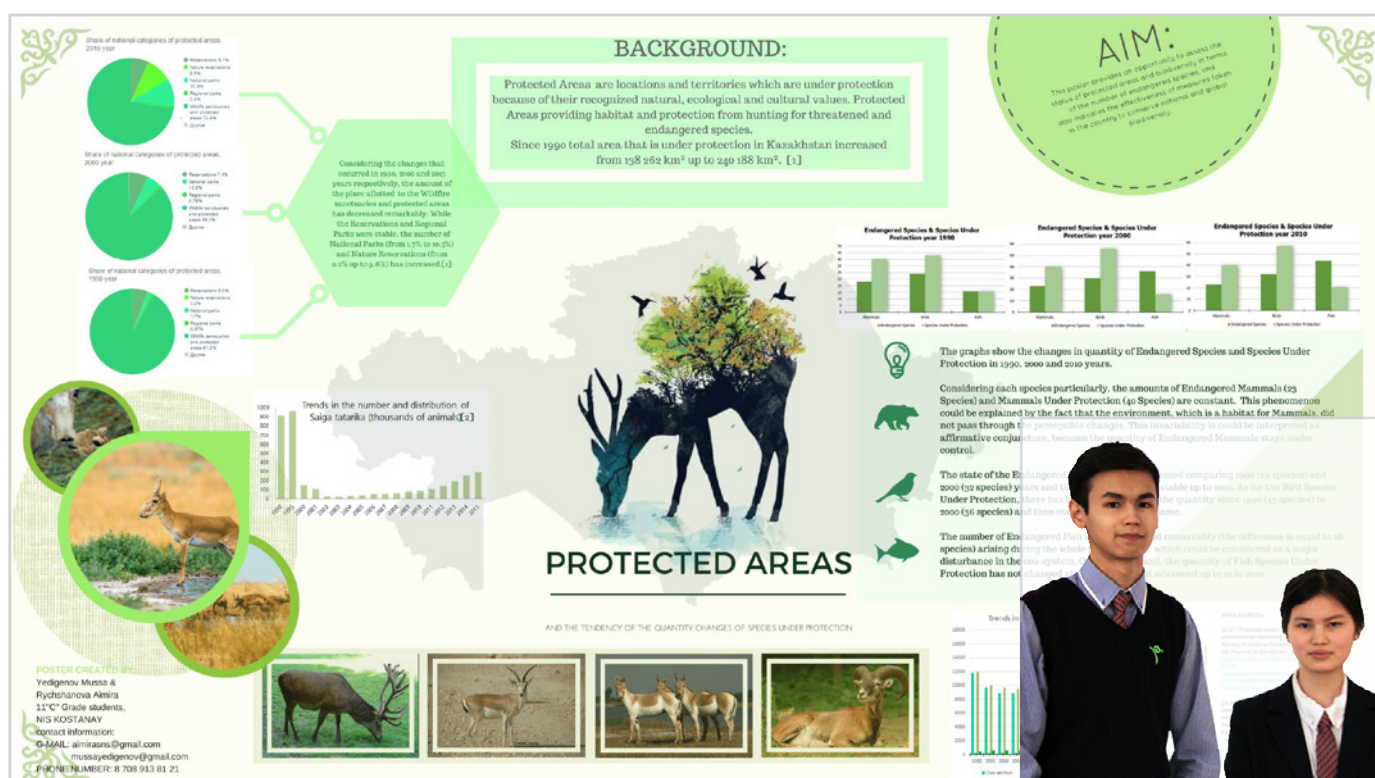
Today we live in an information age. For 21<sup>st</sup> century life it is necessary to use correct data, and be familiar with statistical concepts. A student in the 21st century must have extensive social skills and network abilities, must be able to socialize, to influence other people and to disseminate his ideas to attain the necessary cooperation that will help him achieve his aspirations in life. Therefore, it is not sufficient to maintain fixed skills and static knowledge based on the assumption that the traditional educational system and even the academic institutions are still safe professional training institutions for finding future work.

Kazakhstan participated in the ISLP poster competition for the first time in 2017. The competition had two target audiences (especially from Nazarbayev Intellectual schools): students born since 2000 and students born

since 1997. The main aim of the competition, for our students, was to develop their critical and analytical thinking skills.

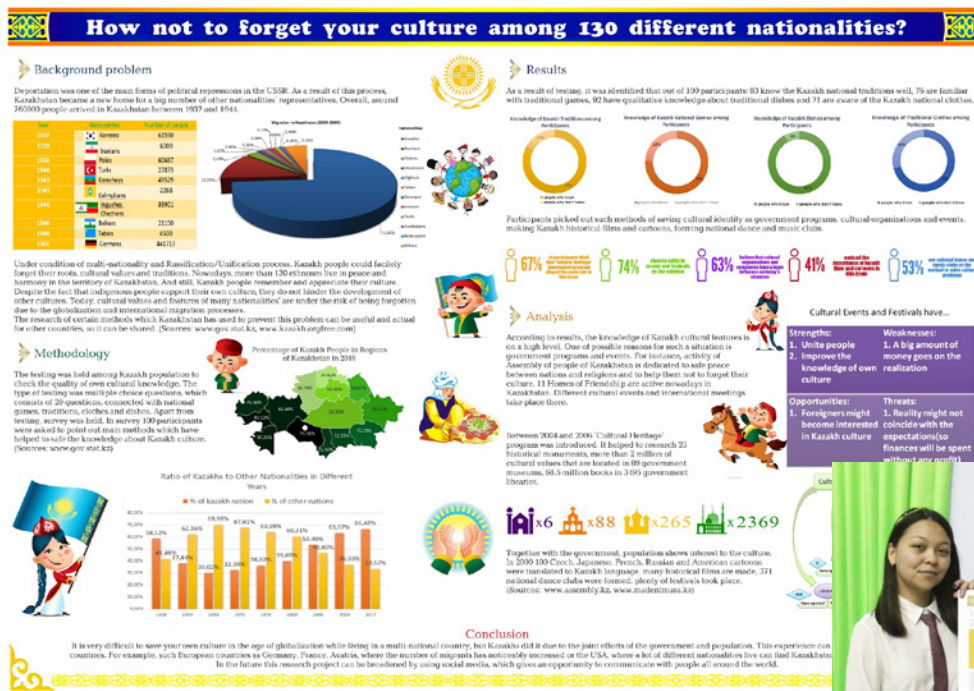
The topic of the competition was 'History of your country'. Most of students chose different topics aligning with that theme. For example, students born since 1997 and younger from Pavlodar mainly chose local or regional problems at school, including "Why do more teenagers in Kazakhstan need to wear glasses?"

Students Kostanay Rysshanova Aimira and Edigenov Mussa, with a poster entitled "Protected areas" won 1<sup>st</sup> place at regional level. Students from Taraz Danyarbekuly Yerassyl, Orynbekov Diyar, Beibit Seidolla won 3<sup>rd</sup> place with their poster "Development of innovation economy in Kazakhstan". One of the youngest groups

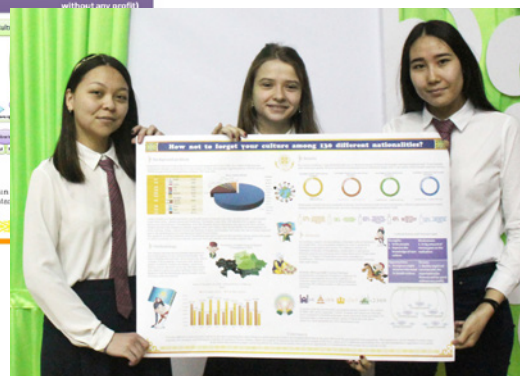


Students Kostanay Rysshanova Aimira and Edigenov Mussa, with a poster entitled "Protected areas" won 1<sup>st</sup> place at regional level.





Dauletbek Botagoz, Tarasova Marina and Sadanova Adia with the poster "How not to forget your culture among 130 different nationalities?", which won the 2nd prize at international level.



chose the topic "Traditional Energy vs Green power sources". Students Gorbachev Daria and Kobushko Svetlana submitted a poster on the topic "What if Kazakhstan were not part of the USSR?" in which they described various possible scenarios for the development of our country, and suggested that Kazakhstan would most likely be similar to Mongolia- This poster won 2<sup>nd</sup> place in the national selection. Students Kyrykbay Galymzhan, Anuar Zeken and Timur Kucherbayev also made a historical poster on "How One Man Can Change Everything", in which they demonstrated by using statistics, the positive impact of President Nursultan Nazarbayev's policy on the economy of Kazakhstan. Pupils of 11 "N" class Dauletbek Botagoz, Tarasova Marina and Sadanova Adia presented a poster on the topic "How not to forget your culture among 130 different nationalities?" As a result, that poster not only won the 1<sup>st</sup> place at the national selection, but also 2<sup>nd</sup> place at international level, in which more than 10,000 posters from various countries participated.

According to feedback from teachers, students did not face any difficulties because they investigated these topics before as part of their 'Global Perspectives and Project Work (GPPW)' and Economics courses. The students managed to harmoniously inscribe various types of infographics and demonstrated the skills of critical thinking and analysis. Because of that, most posters reflected good analysis and interpretation of statistical

information. In schools, teachers play a vital role in identifying particularly motivated students and helping align a training schedule with ongoing classes or other school activities.

The poster competition provided a way for students to become more active, more concerned global citizens, in this era of globalization. Interesting topics encouraged students to analyze different types of materials – mainly reliable secondary resources, including governmental websites. It also helped students to improve their abilities to understand and reason with data, or support arguments using data. Necessary skills for citizens today.

Moreover, it was important for teachers and students, as it raised their awareness of the challenges of teaching statistical literacy during a short time.

Certificates were distributed to all participants from the different regions. The certificates were awarded by the regional coordinator Dr Zhakiyev Nurkhat and principle of NIS Ph.M., Meiram Zhakenov. The award ceremony was a successful event. I am looking forward to another ISLP poster competition next year. ■

Maslikhat Zamirbekkyzy  
Teacher of economics  
NIS Ph.M., Astana



Mauren Porciúncula

## Competencia de Póster en Brasil

La primera vez escuche sobre la Competencia Internacional de Póster en Macao, China, en 2013. Me interesó la presentación de James Nicholson sobre los criterios para la evaluación de los pósteres. Hable con Reija Helenius, Alejandra Sorto y Pedro Campos. La próxima edición, 2015, tomó lugar en Brasil, y fui miembro del Comité Local. Fue posible seguir la Competencia de más cerca. Desde entonces, me he unido con los demás coordinadores de Brasil, para la Competencia Marrakech 2017. Por medio del Grupo de la Educación Estadística de la Sociedad Matemática de Brasil (SBEM) y la Asociación Estadística de Brasil (ABE), fue posible la diseminación amplia de la Competencia en Brasil. Aconsejamos a los maestros de la educación básica que estudien los criterios de evaluación y examinen los pósteres ganadores. En la evaluación de postéres, en la base de estos elementos, percibimos la promoción de la educación estadística, tanto de maestros como de estudiantes. Como país, aún no hemos ganado en la Competencia Internacional, estamos trabajando para presentar más y mejores postéres en Malasia, 2019. No obstante, lo más importante en la Competencia es la cooperación que se genera alrededor de la educación estadística. ■

I was introduced to the international poster competition in Macao, China, 2013. I was excited by a presentation given by James Nicholson on the poster evaluation criteria. I spoke with Reija Helenius, Alejandra Sorto and Pedro Campos. The next edition of the competition (2015) took place in Brazil. As a member of the Local Committee I was able to follow the Competition more closely. Since then, I become the Country Coordinator in Brazil, for the 2017 edition. Through the Statistical Education Working Group of the Brazilian Society of Mathematical Education (SBEM) and the Brazilian Association of Statistics (ABE), it was possible to make a wide dissemination of the Competition in Brazil. We instructed Basic Education teachers to study the criteria for judging and examine winning posters from previous competitions. I perceive the poster competition has improved the teaching and learning of statistics, both for teachers and students. As a country, we have not yet won the international competition, but we are working to present better posters in Malaysia in 2019. However, the most important benefit of this competition is the cooperation that it generates around the learning of Statistics! ■

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Profesora, Universidad Federal de Rio Grande  
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Jasmin Mäki

# How and why to promote statistical literacy?

Experiences of organizing a Statistical Poster Competition for youth in Finland

*The International Statistical Literacy Project is currently run from Finland. There is a strong interest to improve the statistical literacy of youth, especially considering the prevalence of “alternative facts” and the increased amount of information available. It is increasingly important for any citizen to be able to critically evaluate information, such as, understand the messages embedded in presented statistics. Appreciating the importance of reliable statistics for a functioning society is part of this. Finland has been involved in the ISLP from the start, and organized its first Statistical Poster Competition in 2011. This article presents our experiences of organizing a poster competition. Since the first competition, the amount of participants has grown to 1,274 students in the 2016–2017 competition.*

## Building Partnerships

It would not be possible to organize a nationwide competition without partners: statistical institutions and associations, universities, associations of teachers and other actors from the education sector. The national statistics institute, Statistics Finland, is an important supporter of the ISLP as well as for the competitions. The competitions are organized together with the Finnish Statistical Society and the Association for Teachers of Mathematical Subjects.

Cooperation with the educational sector is important in order to reach the students and teachers. We also cooperate with the **Association for Teachers of History and Social Studies** and the **Association of Teachers of Biology and Geography**. Making a statistical poster is a great project for many subjects, especially now that the theme can be freely chosen by participants. Different

kinds of educational centers and actors participate in promoting the competition. With the new university category the cooperation with universities has grown significantly.

Searching for sponsors is a major task that comes along with every competition. Different foundations and companies have supported the national competitions of Finland, especially the prizes for students. We have approached companies from different fields, not only the ones working with statistical analysis.

## Why participate? – Promotion of alternative learning methods

For teachers and students, participating is a choice. So what is the benefit in participating? What is good about making a statistical poster? There are many good points to highlight: importance of statistical literacy, learning about statistics in a fun way while working on a project with school friends, the possibility to investigate interesting themes and combine school subjects. Making a poster develops many skills: graphical, statistical and research skills as well as initiative and group working skills. Students learn to look for information and present it in a logical and interesting way. Besides, there is a chance to win prizes and participate in an international final.

The Finnish school system is going through changes. Project and phenomenon based learning are becoming more important as well as combining different subjects. As the poster competition addresses all of these elements, we expect the number of participants to grow in the future. Making a statistical poster offers



Terhi Raskannas and Taina Lätjönen got the 2nd prize at World Statistics Congress in Morocco in July 2017. The award was presented the president of the ISI, Helen MacGillivray, the director of the ISLP, Reija Helenius and the former president of the ISI, Pedro Silva.

an alternative method of learning and teaching, which is comprehensive and based on real information and phenomena.

To market the competition, we reach out through all possible channels. The competition is marketed on social media, websites and magazines. We give presentations to schools and participate in educative events, where we share flyers. We also contact teachers who have participated before to inform about the new competition.

To market the 2018–2019 competition, a video has been created. It presents the relevant information and showcases the different kinds of posters that have been submitted in Finland over the years. A similar video in English is planned for the future, this will highlight posters from other countries.

### Successes and future plans

Finnish students have had some success in the international final over the years. In the 2016–2017 competition, Finnish lower secondary school students were awarded second. The title of the poster was: “What happened to Horses in the 18<sup>th</sup> Century?” You can read more about their experience in this Newsletter. Every student who participates will learn something new

about statistics, and we are happy that the competition has found its place in Finland.

The 2018–2019 competition introduces a new category for university students, who are an important target audience. Countries can freely organize the university level in a way that best suits local conditions. Finland is a small country and we have one main coordinator for the university category, who maintains a network of contact persons and promotes the competition at universities. A national jury consisting of university representatives will be established to evaluate the university level entries. The student association of statistics is also involved and we have offered to organize presentations about the competition and how to make a good poster.

More than 12,000 students from around the world participated in the 2016–2017 poster competition. It is a huge amount of students who worked to create a poster and learn new skills. Some changes have been made to enable even wider participation. How many students will there be this time? ■

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Taina Lötjönen and Terhi Rasikannas

# A historical horse travelled to Marrakech

We conducted a research, in which we investigated the changes in the number of horses in the 20th century and the reasons for these changes. With the work we participated in the Finnish Statistical Poster Competition in the lower secondary school category. Our poster was awarded first in the Finnish National Competition, and second in the International Competition. The international winners were announced at the World Statistics Congress in Marrakech, Morocco in July 2017. How was our poster created?

Making a statistical poster was a project work at our mathematics course. Our teacher told that the best poster from the class can participate in the competition. We got excited about the idea, once we heard what we could possibly achieve with our poster.

The theme of the competition was history, which fitted well with Finland's centennial celebrations. It was difficult to choose a topic, since there are so many interesting things to investigate in the history of Finland. We thought of many different kinds of topics, but none seemed just right. First we started investigating a topic that was way too wide, but finally got the idea to do a research on horses. We thought that horse is an inter-



Photo: Jarmo Partanen

The winners of the lower secondary school category Taina Lötjönen and Terhi Rasikannas are from the School of the Region of Parainen in Finland.

esting and timely topic, which would be just right for creating a statistical poster.

The teachers always remind us about the importance of reliable information, so we wanted to find data that would be definitely reliable. We ended up looking for statistics from the Statistical Yearbooks of Finland and from a couple websites, of which we were sure to contain reliable information.

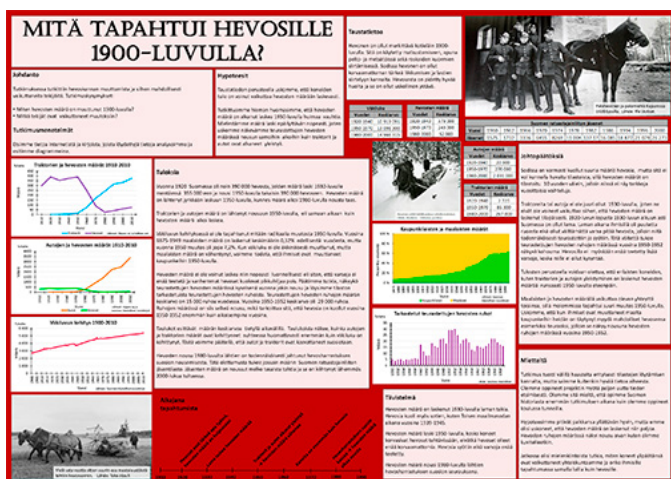
We found out that before the 1950s there had been slight changes in the number of horses, which were due to wars and recessions. In the 1950s, the amount of horses practically collapsed, which was a consequence of the machines becoming more common. Fieldwork was more efficient with tractors and travelling easier with a car. In the 1980s, the number of horses has started rising because of the popularity of hobbies related to horses.

Definitely the most challenging part of the research was finding statistical information and editing and placing of the text. The nicest part was writing the conclusions and realizing things. It was interesting to find connections for example between the numbers of horses and tractors and learn how the historical events influence in horses and humans.

While conducting the research, we learned a lot about finding information and about the history of Finland, which we thought was the most important thing in the competition. From Statistics Finland we received feedback of our posters and that way we learned a lot about creating a statistical poster and presenting information.

We are proud of our work and glad that we had the opportunity to participate in the competition. ■

*Taina Lötjönen and Terhi Rasikannas,  
School of Paraisten seur,  
winners of the Statistical Poster Competition  
of Finland*



"It was interesting to find connections for example between the numbers of horses and tractors and learn how the historical events influence in horses and humans."



Katri Soinne

## Being (unexpectedly) the chair of a poster evaluation committee

I had agreed – as a trainer and a statistical expert – to participate in the committee tasked with choosing the winners of the 2016–2017 Finnish poster competition. Due to the sudden illness of a colleague, I was asked to chair the committee- with fifteen minutes notice (according to rules the chair must be from Statistics Finland). Well, I didn't really have a choice, so "let's go" I thought!

The Finnish committee consisted of five persons (and a secretary from Statistics Finland, who did not participate in the evaluation process but kept records). The committee included the chair (me – the statistical expert); a graphic artist; a university lecturer from a statistics department; a primary school math teacher; and a representative from the Union of Math Teachers. All of committee had participated in the same process before, I was the only newcomer. After a quick discussion we concluded that the committee had a good combination of statistical and visual knowledge as well as knowledge on the reality of schools. We were ready to start.

We had all received the evaluation criteria beforehand, and we started the process by going them through together. Since we had a lot of posters AND a lot of criteria, we agreed that for the first phase, everybody should use just few of the criteria (those they felt competent with). Everybody chose three criteria so that all dimensions were covered by at least by two different participants. The criteria included, for example: topic; data; methods; analysis; graphs; pictures; language; visual; view. We decided that each of us would privately rank posters by a 5 point scale, ranging from 1 (worst) to 5 (best). We also agreed to explain the ratings awarded with comments.

We started with the younger age division, since we had more participants in this division. For more than an hour each of us walked back and forth in front of these posters, looking at them and trying to rate them according to the criteria. After this first round – meaning that each of us had left a rating and comment in front of each poster on post-its – we removed half of the posters with the lowest ratings (no, we did not actually calculate the total sum of rates. At this point

the division into "better and worst" was quite obvious). With six posters remaining, we reviewed them together, so that we first removed the three weaker posters. Then we discussed the final three, arranging them into first, second and third. This process had taken almost three hours- it was time for a short break (with some refreshments!).

We repeated the same process for the older age division posters, except that after the first round we ended up with only four posters (the difference between "good ones and bad ones" was even clearer with this division). It also proved relatively easy to rank the 4<sup>th</sup> and 3<sup>rd</sup> posters. The last two posters proved much harder to separate and rank. The final discussion took considerable time. Choosing the winner was really difficult, but in the end we reached a unanimous decision.

The whole meeting took five hours, but we were able to accomplish the task – choosing the winners for both divisions – in that one meeting. Personally I was very pleased with the open discussion, positive atmosphere and the extensive expertise of the committee and our efficient secretary who organised the posters and wrote a summary of all of the comments. It is definitely useful to have a group of people making the final decision, since more perspectives were included. Being a chair did not involve much more than being a participant in that group – and yes, I agreed to participate future processes.

PS. A little later, I was asked as the chair of the evaluation committee, to meet the winners when they received their prizes in Statistics Finland. Based on the discussions we had in the committee, I was able to give them some more detailed feedback. The winners of both divisions were there at the same time, and we had time to go through both of the winning posters and quickly discuss their pros and cons. The students seemed to find this review very useful!

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Peter Kovacs

## ProCivicStat: Statistics pro civic engagement

Citizens need sophisticated ways of thinking in order to understand complex real social and economic phenomena and to interpret relationships among social and business data correctly, and democracies need citizens who can explore, understand, and reason about information of a multivariate nature. Most statistics courses fail to teach these skills.

ProCivicStat (PCS, <http://www.procivicstat.org>), a strategic partnership of Durham University (UK), the University of Haifa (Israel), Ludwigsburg University of Education (Germany), Paderborn University (Germany), the University of Porto (Portugal) and the University of Szeged (Hungary), is funded by the Erasmus+ program of the European Union. PCS is developing new methods in statistical instruction for high-schools and universities, this way contributing to young people's ability to understand quantitative evidence about the key social phenomena that permeate civic life. The project partners are developing a theoretical framework to understand civic statistics, lesson plans, course materials, developing and collecting datasets and visualization tools. These materials use authentic large scale data in topics such as migration, quality of life, ageing society, sustainable development goals, and social inequality, often presented in innovative ways. The final version of the developed materials and the various collections will be available at the project website in English, and partly in German, Portuguese and Hungarian languages from the summer of 2018.

The concepts, materials and results were presented to the IASE Roundtable 2016 (PCS papers are available at the PCS website and at the IASE website) and the Challenges and Innovations in Statistics Education conference, which was a multiplier event of ProCivicStat (PCS) project between 7–9 September 2018 in Szeged. This

conference was sponsored by the International Association for Statistical Education (IASE) and the Hungarian Statistical Association (MST). The goal of the conference was to learn about ProCivicStat materials and other relevant resources, to share ideas and current practices, and to work on challenges and innovations in statistics education. The main topics of the conference, which were presented in English and Hungarian, were the use of: real data; databases; IT solutions; visualizations; innovative teaching; learning and examining methods; and solutions. The plenary talk was given by Jim Ridgway on *Statistics for Empowerment: opportunities and challenges*. There was also a special session on *'Resources to Support Innovative Teaching: conceptual maps, data sources, and visualization tools'* and 7 workshops on: *Codap; R; digital tools; Jupyterhub; Answerminer; Understanding statistics about society; and gamification*. There were also 7 presentation sessions including: *ProCivicStat approach; issues and innovative teaching methods; misuse; and IT support of Statistics; and Developing (Official) Statistical Literacy* with 22 talks were organized, and 72 colleagues from 13 countries (43 Hungarians and 29 from other countries, mainly from Eastern Europe) participated. The materials of the sessions and the conference proceedings, which contain 13 papers, are available at <http://www.eco.u-szeged.hu/procivicstat>. ■

At ICOTS10 (Kyoto, 2018), PCS will organize a pre-conference workshop on *Developing statistical literacy related to civic statistics: Guidelines and classroom resources from ProCivicStat* and present several papers.

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# Exciting time for CSO Ireland as we unveil our new visual identity

On Wednesday 10<sup>th</sup> January 2018 the Central Statistics Office (CSO) Ireland, unveiled its new visual identity.

Developed in consultation with staff and informed by previous research amongst target user groups, the theme of our new logo combines the initials CSO with a % sign in a Celtic knot interlace, to reflect our role in producing data and insight for Ireland.

Commenting on the decision to create a new visual identity for the CSO, Pádraig Dalton, Director General said:

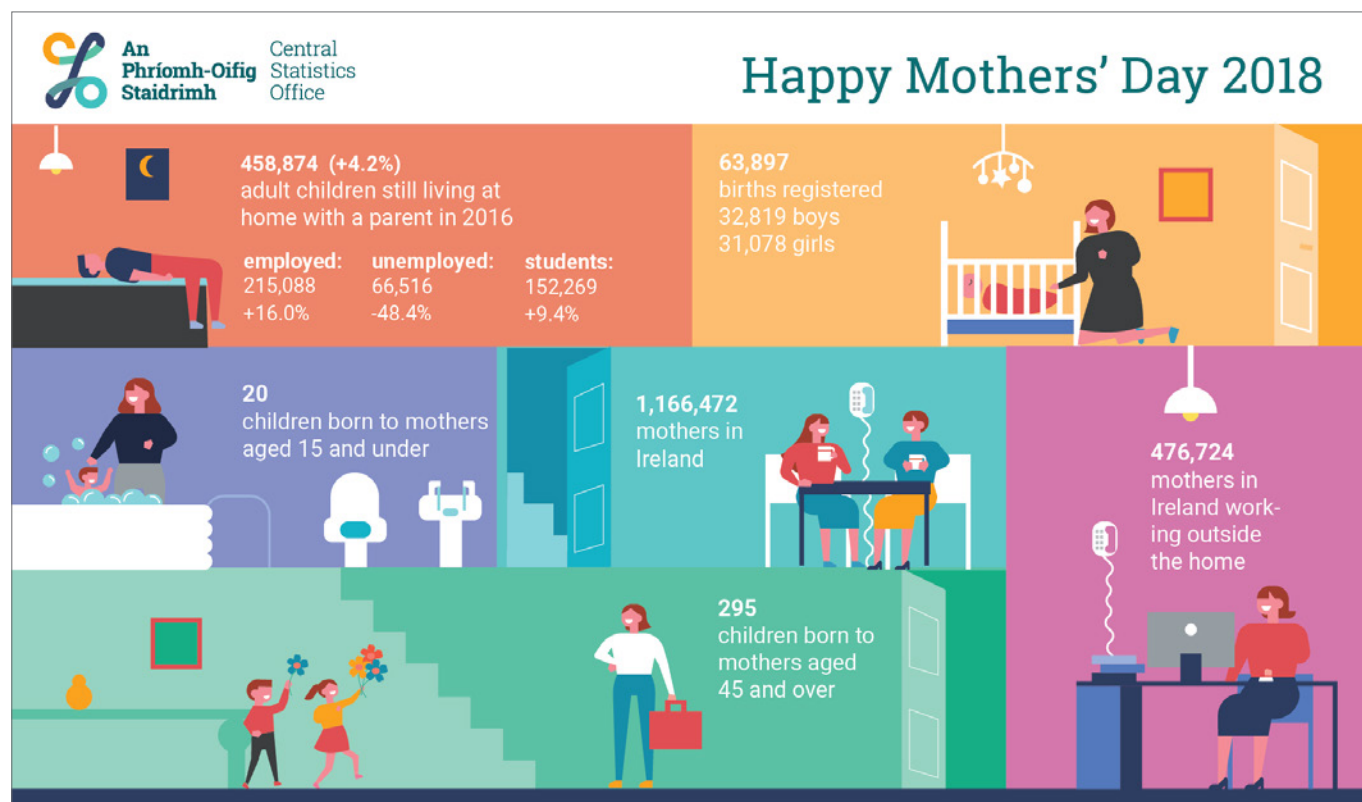
“In the 25 years since our previous logo was developed, the world has moved from the printed page to an open fluid digital environment where more and more people have access to data. As a result of this digital revolution, there is a growing onus on us to not only address the needs of the expert user, but to also

empower the citizen with independent and trustworthy information.

Over the last twelve months we have focused on making statistical sources more accessible and relevant by improving our use of infographics, video and interactive tools, and by developing new statistical products.

The development of a new visual identity is an extension of this strategic objective which centres on turning data into knowledge and insight for all.

Our new identity reflects a modern and accessible approach to communicating and delivering Official Statistics, whilst still reflecting our important role in providing vital independent and objective data to support decision-making for Government, businesses and the research community.”



Most recently we produced this infographic for Mother's Day





1. Poster which represented Ireland in the International Statistical Literacy Program poster competition in the category-students born in 2001 and younger Students Andrea Whyte and Amy Fallon, Athlone Community College, Maria Hurley, ADG CSO and teacher Meighan Duffy.

The first unveiling of the new logo took place at the BT Young Scientist Exhibition in Dublin on Thursday 11<sup>th</sup> January. Every year the CSO sponsors an award at the BTYSTE Exhibition as part of our Educational Outreach Programme. In addition, the CSO runs two competitions – Apps4gaps and the John Hooper Poster Competition. Apps4gaps is an international competition aimed at encouraging people to provide ideas and create applications that will provide innovative and fresh ways of exploiting the Open Data freely available from the Internet that could benefit society in such areas as transport, housing, planning, education, communications and health.

In the process, participants are encouraged to work as a team, learn or increase their skills in computer science, utilise the opportunities presented by Open Data and be challenged in creating technologies such as mobile apps. The Alice Perry Medal is awarded to the best working app. The Central Statistics Office (CSO), the INSIGHT Research Centre, NCTE, Project Maths, the Digital Repository Ireland (DRI) and CoderDojo all teamed up to launch this international competition.

The goal of the John Hooper competition is to improve students' abilities to describe their environment with the help of statistics and to use statistics as a tool for making sense of daily life. Taking part in this poster competition encourages students to work as a team, investigate real questions using data, use their calculation and graphical skills, interpret statistical results and develop skills in written communication. First place winners are awarded the John Hooper Medal for Statistics. The winners are entered into the ISLP poster competition and we are delighted that last year's winners of the John Hooper Medal came 3<sup>rd</sup> in the ISLP Poster competition – Older Division.

The prize-giving ceremony for all three awards is held annually in October during Maths Week in the National Concert Hall in Dublin. This is the highlight of the competitions as all the successful students, their teachers, families and friends are invited to celebrate their achievements. The prizes are awarded by our own Director General and students are invited to present their posters, apps and research on the day

Another aspect of the Educational Outreach Programme is the CensusAtSchool project. CensusAtSchool is a non-profit making international project. It is funded by organisations interested in promoting good use of statistics, mathematics and data handling. The Royal Statistical Centre for Statistical Education (RSSCSE) started the CensusAtSchool project in 2000 in conjunction with the Office of National Statistics (ONS) in the UK, with Ireland becoming involved in 2009. Four Irish bodies are collaborating in this project: the CSO, the Professional Development Service for Teachers (PDST), Project Maths and the National Council for Curriculum and Assessment (NCCA). In Ireland, CensusAtSchool is used as a tool to support the Maths Curriculum. New questionnaires are introduced each year, the theme for 2017/2018 being Health and Lifestyle.

In order to promote our competitions and engage with students, teachers and citizens, we annually attend the aforementioned BTYSTE and we also attend the Transition Year Expo, Zeminar and the National Ploughing Championships. Here we meet with thousands of people, showcasing our work and offering an insight into the many interactive tools available to them. ■

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Alvaro Chirino Gutierrez

## Coordinador de Bolivia



## Country coordinator of Bolivia

Alvaro, estudió estadística en la Universidad Mayor de San Andrés (UMSA) donde fue condecorado como uno de los mejores estudiantes, cuenta con una Maestría en Modelaje Matemático en la misma universidad. Tiene especialidades en evaluación de política pública, educación superior, análisis matemático de datos. Realizó cursos cortos en Alemania, Argentina, Brasil, Marruecos y Perú, participo en los últimos dos Congresos Mundiales de Estadística como el único representante boliviano. Es docente universitario de la Facultad de Estadística de la UMSA. Trabajó en el Instituto Nacional de Estadística en el Departamento de Calidad Estadística. Actualmente trabaja como director de la unidad de microdatos y encuestas en Fundación ARU un Think Tank en Bolivia, llevó a cabo varios planes de muestreo de programas de evaluación de impacto en ámbitos locales y nacionales, dirigió el primer censo de derecho con tecnología CAPI en una comunidad en Bolivia en el marco del proyecto del Community-based Monitoring System (CBMS), Network del Partnership for Economic Policy (PEP).

Sus principales áreas de interés son: análisis de datos, demografía, estadística bayesiana, minería de datos, programación estadística, evaluación de impacto, diseño y análisis de muestras complejas. ■

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Alvaro, studied statistics at Higher University of San Andrés (UMSA), where he was awarded as one of the best students. He also holds a Master's degree in Mathematical Modeling from the same university. He has specialized in public politics, higher education and mathematical analysis of data. He has also taken short courses in Germany, Argentina, Brazil, Morocco and Peru. In both Brazil and Morocco, Alvaro participated in the World Statistics Congress as the only representative of Bolivia. He is a university lecturer at the Faculty of Statistics of the UMSA. He has also worked at the National Statistical Institute in the Department of Statistical Quality. He currently works as director of the micro data and inquiries unit at the Aru Foundation Think-Tank in Bolivia. There he has worked on evaluation programs of local and national impact; directed the first 'de jure' census with CAPI technology in a community in Bolivia as part of the project of Community-based Monitoring System (CBMS) and Network of the Partnership for Economic Policy (PEP).

His principal areas of interest are: data analysis, demography, bayesian statistics, data mining, statistical programming, evaluation of impact, design and analysis of complex samples. ■

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Elisa Mendoza

## Coordinador de Panamá



## Country coordinator of Panamá

Elisa Mendoza, Licenciada en Estadística y Magistra en Estadística Aplicada, títulos obtenidos en la Universidad de Panamá. 23 años de experiencia docente en la Universidad de Panamá. Directora del Centro de Investigación y Consultoría Estadística de la Universidad de Panamá durante el período de 2006 a 2016. Actualmente directora del Departamento de Estadística de la Facultad de Ciencias Naturales, Exactas y Tecnología de la Universidad de Panamá. En el campo de la investigación, junto con otros colegas, desarrollamos investigaciones en el campo de la enseñanza de la estadística, como producto se elaboró el libro titulado: Guía didáctica de la estadística y probabilidad, para maestros de educación básica general, primaria.

En mi experiencia académica y profesional, hemos participado en diversos eventos internacionales como expositora, tales como: Reunión Latinoamericana de Matemática (RELME), evento internacional “La Matemática, la Estadística y la Computación: Enseñanza y Aplicaciones” (MATECOMPU), Simposio de Estadística de Colombia, entre otros. Otros trabajos de investigación son realizados como proyectos de trabajo de graduación por nuestros estudiantes de la Escuela de Estadística. Como consultora, colaboramos con instituciones nacionales e internacionales, entre ellas: Órgano Judicial, Secretaría Nacional de Ciencia, Tecnología e Innovación, UNODC, USAID/PASCA.

Nuestro objetivo como docentes es poder promover la cultura estadística en los diferentes niveles de enseñanza, particularmente desde los primeros años

Elisa Mendoza, Bachelor of Statistics and Master of Applied Statistics, graduated from the University of Panama. She has 23 years of experience as a lecturer at the University of Panama. She was the Director of the Centre for Statistical Investigation and Consulting of the University of Panama between 2006 to 2016. Currently Elisa is the Director of the Department of Statistics of the Faculty of Natural Sciences, Mathematics and Technology of the University of Panama. In the field of investigation, together with other colleagues, She has developed research on the teaching of statistics, and published a book titled: Didactic guide on Statistics and Probability, for teachers of primary education.

In my academic and professional experience, I have participated in a diverse range of international events, such as: the Latin American Mathematical Reunion (RELME); “Mathematics, Statistics and Computation: Teaching and Applications” (MATECOMPU); and the Statistics Symposium of Colombia. Other projects of investigation are conducted as thesis work by my students at the Statistics Department. As a consult, I cooperate with national and international institutions, such as: Judicial Body; National Secretary of Science; Technology and Innovation; UNODC; and USAID/PASCA.

My objective as a lecturer is to promote statistical culture at the different levels of teaching, especially for the early school years. Additionally, it is necessary



de escolaridad. Además, es necesario continuar reforzando los conocimientos de estadística en Educación Superior, ámbito en el que nos desempeñamos la mayor parte del tiempo.

Esperamos poder contribuir con nuestros conocimientos y experiencia al fortalecimiento de la enseñanza y uso de la estadística en nuestro país. ■

*Elisa Mendoza*  
*Directora*  
*del Departamento de Estadística de*  
*la Universidad de Panamá*  
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to continue strengthening the statistical skills at the highest level of education, the environment where I work most of the time.

I hope to be able to contribute with my knowledge and experience to the strengthening of the teaching and use of statistics in my country. ■

*Elisa Mendoza*  
*Director*  
*of the Department de Statistics of*  
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Sohee Kang

## Country coordinator of Canada

Dr. Sohee Kang is Statistics Coordinator in the Mathematics and Statistics Learning Centre at the University of Toronto Scarborough. She is an Assistant Professor, Teaching Stream of Statistics, and an applied statistician. Her previous academic experience includes a two-year assistant professorship at Trent University and a two-year postdoctoral research fellowship at Mount Sinai Hospital. She is very engaged in statistical consultation for faculty and graduate students to facilitate their research endeavors. She is also active in the use and refinement of classroom technology. She recently was awarded an eCampus Ontario research grant (\$100,000) as a co-PI. She was in a team to build MC2 (Mathematics Classroom Collaborator)- an online communication tool for mathematics, and also currently is conducting classroom research for increasing engagement in quantitative courses through novel technically-enhanced communication. She has been

awarded several internal and external teaching grants for enhancing collaborative learning and embracing technology in the classroom. IFCAT (Immediate Feedback Collaborative Assessment Tool) and gamification in WeBWork (online homework system) are by-products from these grants which impact large first and second year statistics courses. She has published seven academic articles related to teaching and learning, and is serving as chair of the Statistics Education Committee at the Statistical Society of Canada. ■

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*Assistant Professor, University of Toronto Scarborough*  
*Chair of the Statistics Education Committee of*  
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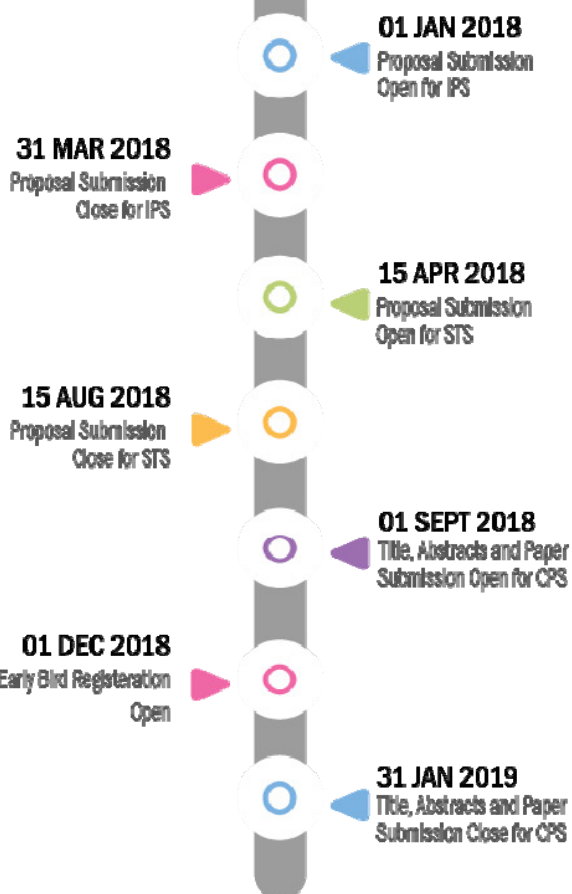


# Welcoming 62<sup>nd</sup> ISI WORLD STATISTICS CONGRESS 2019



18 - 23 AUGUST 2019 | KUALA LUMPUR

## KEY DATES



Malaysia will be hosting the prestigious 62<sup>nd</sup> International Statistical Institute World Statistical Congress 2019 (ISI WSC 2019) from 18 to 23 August 2019 in Kuala Lumpur Convention Centre (KLCC), Kuala Lumpur, Malaysia.

The Congress is being organised by ISI in collaboration with Department of Statistics, Malaysia, Bank Negara Malaysia and Malaysia Institute of Statistics. About 2,500 statisticians and practitioners from all fields, whether industry, academia and government or students, researchers and policy makers, from more than 130 countries is expected to participate and share insights on the development in statistics and statistical science, and their applications to support analysis, research, surveillance and decision making.



*"It gives me the great pleasure to extend my warm welcome to 62<sup>nd</sup> ISI WSC 2019. I am confident that the rich and exciting programmes that are being developed will fulfill your expectations and hope your trip to Malaysia and your participation in the ISI2019 will be a unforgettable experience!" – Dr. Mohd Uzir Mahidin, Chief Statistician Malaysia, Chairman of National Organising Committee.*

The 2019 ISIWSC Scientific Programme is grouped into three types of sessions namely Invited Paper Sessions (IPS), Special Topic Sessions (STS) and Contributed Paper and Poster Sessions (CPS). Meanwhile, Satellite seminars, meetings and short courses will also be organised by ISI and the seven ISI Associations, multi-lateral agencies, international and national institution before and after the main WSC week.

More information on WSC are available in <http://www.isi2019.org/>.



## ISLP is searching for new country coordinators

The country coordinator program of the ISLP started in 2010 and has currently 175 coordinators from 94 countries. Since then, many good practices have been developed and shared. Many competitions have been organized. However, there are still many countries that don't have a coordinator. So if you are willing to become one, please send an application and a CV to the ISLP Director, Reija Helenius, (reija.helenius@stat.fi). Also, if you know anyone else who might be interested, can you alert Reija? Let's continue the great work!

## ISLP is surveying the activities of the country coordinators

Besides the competitions, there are many other ways to promote statistical literacy. To increase collaboration and share best practices, the ISLP is asking every country coordinator to write a short article (200–500 words) about their activities. How statistical literacy is promoted? What have been good practices? What has been challenging? Please, send your articles to the ISLP Director Reija Helenius (reija.helenius@stat.fi).

If there are more coordinators in a country, they are obviously encouraged to collaborate and write the article together. Articles will be published in the next ISLP Newsletter. A similar survey was conducted in 2016 and the results were published in the March 2017 edition of the Newsletter. There were plenty of responses from different parts of the world and lots of useful information was gathered. So let's make the next issue even better!



## The European Statistics Competition is reaching its climax

**The European Statistics Competition** is currently going towards the end of the national phase. The best teams in the national competitions will progress to the European final.

The European Statistics Competition is organized for the first time. It has students aged 14–18 from 12 European countries participating. In the national phase the students answered statistical questions and are currently conducting a small statistical study using the data given to them.

In the European final students will make a 2 minute video where they try to answer the question: "Why are official statistics important in our society?" The teams with best videos in both 14–16 and 16–18 year old categories will get trips to Cracow, where they will get their awards.

## The 2<sup>nd</sup> United Nations World Data Forum is held in October



**The 2018 UN World Data Forum** will be hosted by the Federal Competitiveness and Statistics Authority of the United Arab Emirates from 22 to 24 October 2018 in Dubai.

The forum will unite governments, businesses, civil society and the scientific and academic communities to discuss and launch new data related initiatives and solutions. One of the main goals of the forum is to apply data and statistics to both measure and contribute to the progress of the 2030 Agenda for Sustainable Development.

The forum will have six main thematic areas covering a wide range of topics. Throughout the forum, participants will have opportunities to interact in plenary sessions, break-out spaces, innovation labs, knowledge sharing spaces, exhibits and virtual forums.





# ICOTS-10 in Kyoto

*Local Organizing Committee of ICOTS-10*

The next ICOTS (International Conference On Teaching Statistics), ICOTS-10 will be held in Kyoto. ICOTS is held every four years. Its main purpose is to give statistic educators and professionals around the world the opportunity to exchange information, ideas and experiences, to present recent innovation and research in the field of statistic education, and to expand their range of collaborators.

Main theme of the ICOTS-10 is “Looking back, looking forward”. We are at a critical time in statistics education where the world of data is changing rapidly. We need to be looking ahead to how as a field we will evolve and engage with the future. At the same time, we are celebrating our tenth ICOTS and this marks a time for us to look back on the past 40 years when in 1978, ISI’s Education Committee Task Force was established to plan for the first ICOTS.

It’s clear that statistics education has matured as a field. Data have become part of everyday life, vital for professions and part of our very fabric as a society. Data are used everywhere to document, evaluate, plan and persuade. The very nature of what we call “data” is not what it was 10 years ago – or even last year. Data science is emerging as a new field. And yet it is not clear if we are moving together or apart. Evidence exists that it is both. Both areas focus on variability, uncertainty and context but may approach the analysis and collection of data quite differently. In ICOTS-10, we can have good opportunities to look back histories and look forward new statistical education in Kyoto, which is a historical city in Japan.

Kyoto is one the most famous city in Japan. Kyoto is an ancient city with a 1200 year history. It was established as Japan’s capital under the name “Heian-kyo” in the year 794. Although many transformations have taken



place over the years, Kyoto has always adopted the most advanced standards of the times. It has greatly contributed to the nation’s industrial, economic and cultural development and strength. The dauntless and leading spirit of Kyoto’s past as a capital city, is still felt here today.

Kyoto also preserves the beloved properties of its culture as testimonials of time. This is shown in the ancient temples and shrines built in styles unique to Kyoto, as well as private houses. Moreover, many festivals, ceremonies and traditional industries reveal the will of this city to transmit and develop its 1200 year culture. ICOTS-10 will be in July. One of three big festival in Kyoto is “Gion Matsuri (festival)”, which is one month length festival in July. During and after the ICOTS-10, you can enjoy some parts of the festival in Kyoto.

ICOTS-10 is the second ICOTS in Asia and the first ICOTS in Japan. LOC hope participants can have good opportunities not only to exchange researches and information on statistical education, but also to enjoy old and new Japanese cultures in Kyoto.

Information on ICOTS-10 can be obtained from the web site <<http://icots.info/10/>>. Please visit ICOTS-10 web site.

*We are looking forward to seeing you in Kyoto.*



## ICOTS-10

Date: 8–13 July, 2018

Venue: Kyoto TERRSA,  
Kyoto, JAPAN

Web: <http://icots.info/10/>