

Editorial	113	Technology-enhanced Interactive Teaching of Marginal, Joint and Conditional Probabilities: The Special Case of Bivariate Normal Distribution	131
ORIGINAL ARTICLES			
Bringing Data to Life into an Introductory Statistics Course with GAPMINDER <i>Dai-Trang Le</i>	114	<i>Ivo D. Dinov, Scott Kamino, Bilal Bhakhrani and Nicolas Christou</i>	
Scenarios for Motivating the Learning of Variability: An Example in Finances <i>Lisbeth K. Cordani</i>	123	STATISTICAL DIVERSIONS <i>Peter Petocz and Eric Sowey</i>	140
I Can't Make Heads Or Tails Out Of What You Are Saying, So Let's Just Agree To Be Fair <i>Rickey E. Carter</i>	127		
<ul style="list-style-type: none"> ▶ Book Review 122 ▶ Erratum 130 ▶ Changes to Teaching Statistics 139 ▶ A Visual Demonstration of the Sample Mean 144 			

Editorial

This editorial, written in July, is intended to conclude the International Year of Statistics. An impressive array of activities are reported on their website at www.statistics2013.org which includes a number of resources that would be useful when teaching (such as the videos explaining why statistics are important). Given the reasons given for statistics being of value, it is therefore great to have an article by Dai-Traing Le describing in-class use of Gapminder. Both the data exploration tool and the associated resources can be extremely useful in engaging learners in statistics. Ivo Dinov and colleagues present some further electronic tools to address issues in multivariate probability. As usual we have the thought provoking statistical diversions

column from Peter Petocz and Eric Sowey and we also have an article by Lisbeth Cordani suggesting ways of getting students engaged with a few key ideas at a conceptual level. We close the year with an article on coin tossing by Rickey Carter. We didn't quite get an article on the law of large numbers through in time to celebrate the anniversary of Ars Conjectandi but there will be more coin tossing and similar games in the new year. In terms of technology there is quite a gulf between the computerized material on offer and coin tossing. We leave readers to debate the value of either technology in really getting students to appreciate some of the rather counter-intuitive concepts we expect them to deal with.