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Abstract
Concept maps are tools for organizing thoughts on the main ideas in a course. I present an example of a concept map that was created through the work of students in an introductory class and discuss major topics in statistics and relationships among them.

Abstract
As part of Japanese Lesson study research focusing on 'comparing and describing likelihoods', fifth grade elementary students used real-world data in decision-making. Sporting statistics facilitated opportunities for informal inference, where data were used to make and justify predictions.

Abstract
Analysis of variance (ANOVA) is a test of *mean* differences, but the reference to *variances* in the name is often overlooked. Classroom activities are presented to illustrate how ANOVA works with emphasis on how to think critically about inferential reasoning.

Abstract
We present a proposal for helping students to cope with statistical word problems related to the classification of different cases of confidence intervals. The proposal promotes an environment where students can explicitly discuss the reasons underlying their classification of cases.

Abstract
Much of the science reported in the media depends on correlation coefficients. But the size of correlation coefficients depends, in part, on the reliability with which the correlated variables are measured. Understanding this is a statistical literacy issue.

Abstract
We argue that the development of statistical literacy is greatly supported by engaging students in carrying out statistical investigations. We describe the use of driving questions and interesting contexts to motivate two statistical investigations. The PPDAC cycle is use as an organizing framework to support the process statistical investigation.