

EDITORIAL

Welcome to the first issue of *SERJ* for 2010, which is my first issue as a co-editor. Tom Short's term as editor ended in December, 2009. We want to thank Tom for all that he has done for *SERJ*. For example, Tom ushered many high quality articles to the pages of *SERJ* during his tenure, and he was instrumental in getting *SERJ* listed in *Cabell's Directory of Publishing Opportunities*. Thank you Tom!

In this issue, Francesca Chiesi and Caterini Primi report on an informative application of structural equations modeling (SEM) that explores the interaction between cognitive and non-cognitive factors and its effect on the achievement of learning outcomes by psychology students taking introductory statistics. Tim Jaccobe and Robert Horton build on previous research on teacher knowledge for teaching statistics and report results from a study of elementary teachers' understanding of graphical displays, along with recommendations for teacher preparation and professional development. The third article, by Aisling Leavy, also addresses teacher preparation, but from the perspective of a different topic: informal inferential reasoning. Leavy builds on the previous literature presented in an earlier special issue of *SERJ* on informal inference, gathering artifacts from a Lesson Study approach to gain insights into student teachers' development of informal inference as they themselves co-designed lessons to develop informal inference among primary school students. The last article by Hollylynne Stohl Lee, Robin Angotti, and James Tarr presents results from a qualitative study of middle school students' reasoning about whether or not outcomes are equiprobable. The authors used observations of students' interactions with specially designed software and social interactions between students to provide insights into students' reasoning. I have enjoyed all four articles and find that each one offers insights into teaching statistics, while, as always, opening doors to more questions that need to be explored.

I have enjoyed the start of my tenure as a co-editor for *SERJ*. I cannot think of a better position to be in for keeping abreast of the growing field of statistics education. This past year, I have enjoyed meeting many of you, such as at SRTL-6 and ICOTS-8, and working with colleagues from around the world to develop our thinking and understanding about reasoning and thinking in statistics. And there continues to be exciting new developments, such as graduate programs in statistics education in the United States, headed up by Joan Garfield and Dennis Pearl. Hopefully, we will see updates on these and other developments within statistics education in the pages of future *SERJ* issues.

From reading the editorials by my predecessors, I know that the timeliness of reviews has been an issue in the past. I have received 15 manuscripts to date as co-editor, which is in line with the rate of submissions for previous years. I have been impressed by the quality of reviews provided by those who graciously volunteer their time to provide feedback, and the management of reviews by Associate Editors for *SERJ* has equally impressed me. I appreciate the time and effort as all of this makes my job as a co-editor a little easier. And it does take time and effort that has to be found within busy academic lives. Nonetheless, I have made a commitment to shorten the turnaround time on the review of manuscripts. Toward this end, I aim to have a new manuscript assigned to an Associate Editor within two weeks of its receipt, and to hopefully keep the time from submission to decision to no more than 3 months. There will always be exceptions, but the editorial board has managed to meet that target so far. There are still outstanding

reviews from prior to the start of my term, and we will continue to work towards completing those reviews.

Keep in mind that my co-editor, Peter Petocz, is putting together a special issue of SERJ for November 2010 on “Qualitative Issues in Statistics Education Research.” I am looking forward to the set of high quality articles Peter is assembling for this special issue.

ROBERT DELMAS