TEACHERS’ INTERVENTION IN STATISTICS AND PROBABILITY LEARNING

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During our teaching practice we found evidence of problems related to the mathematics teaching and the learning process. Therefore, this project was aimed to promote new studies related to the methodology and approach to this subject, and starting from the teaching knowledge that was produced along the years we performed our teaching tasks, mainly with 7-to-10-year-old students.

On the one hand, the knowledge built up along childhood arises from the observation, interaction and investigation processes lived by the child within the school space. On the other hand, learning statistics and probability is nowadays fundamental for students to develop scientific thinking and build up their citizenship critically.

Therefore, our research is aimed at analyzing children’s learning when performing probabilistic experiments as well as when organizing, representing and analyzing statistical data. This research has been developed with 9-to-10-year-old children from a public school in the Eastern Zone of São Paulo, in Brazil.