



Statistics Education

Zoe Nye reports on her research on Statistics Education, focussing on how we can teach statistical literacy in ways that influence our ability to function as an informed member of society.

Statistical literacy is an ability to process data accurately, in context, and to critically evaluate and understand the data, the process of summarising the data and the meaning of the outcome, rather than simply an instrumental application of mathematical processes.

Advocates of statistical literacy point to two main advantages – increased earning potential and civic involvement. The value of reading and critically evaluating data can be argued to be even more vital in today's "fake news" world, where we are rich in information and opinion, yet our ability to make informed decisions is unreliable.

Distrust of official statistics is increasingly reported, and the use of statistics to mislead is at the forefront of the daily news at the time of writing. As people become more aware of the use of their data to target and nudge their opinions (e.g. the recent Facebook

and Cambridge Analytica exposure) they become increasingly aware that statistics can have the power to control a population's behaviour and undermine their civil rights.

In the literature, there was an identifiable need for research on teacher knowledge and practice when teaching statistics lessons in context (Casey, 2010; Burgess, 2009). Much of the research into teachers' statistical pedagogical knowledge and self-efficacy has taken place outside the classroom or is focussed on pre-service teachers (Callingham, et al., 2016; Harrell-Williams, et al., 2014; Ball, et al., 2008).

Asking the research questions, 'How is statistical literacy taught?' and 'What factors have an impact on the way that statistical literacy is taught?' Zoe's research is a pragmatic, constructivist case-study, working with excellent mathematics teachers in the area to identify the factors that have an impact on their practice and what opportunities for training are needed.

For further information about this research, please contact Zoe at zoe.nye@bishopg.ac.uk

Death: An Evocation in Film

A review of the short film Death, by Dr John Rimmer, created in response to a text-based workshop at the Academic and Creative Responses to Death and Dying conference at Bishop Grosseteste University, January 2020.

The conference workshop used text to explore the theme of death and dying with participants through discussion. The group read together Gertrude's description of Ophelia's death from Hamlet, Michael Rosen's picture book Sad Book illustrated by Quentin Blake and the poem Eden Rock, by Charles Causley. The responses of the participants to these texts were captured by Rimmer through note-taking and these notes then worked into a film response designed to capture an essence of what was discussed.

This response is an evocation rather than illustration of the workshop content. Different texts and viewpoints were discussed and Rimmer's interest is in how individual and collective responses related and inter-related. He explores how participants in the workshop made connection with each other as they discussed



the shared and universal experience of death, as articulated through the literature. For example, there emerged repeated discussion of the environment and nature, of the imagery of the 'cloud' of bereavement and of discussion of the communication of the news of death and the mediation that takes place in the telling of others of a death.

These connections are synthesised by Rimmer into the film. This is not designed to be directly illustrative but to act rather as a response to what was discussed. Rimmer describes this process of articulation, reaction and creation as 'a journey'.

Continues overleaf

Continued from "Death: an Evocation in Film"

The film is intensely poignant. It is abstract and – purposely – far from overt in its meaning, but conveys a powerful sense of loneliness and of loss. It evokes a depth of emotion which belies the simplicity of the elements used.

The film emerged from the workshop participants' attempts to make sense of artistic portrayal of death through the written word. This collective response has been fascinatingly captured into something singular which provides a 'creative response to death and dying' that manages to convey both the individual and the universal.

Readers are invited to watch the short film (5 minutes 30 seconds) and to leave a response that may be used in future analysis and consideration of the film and its impact. Thank you for your interest in this project. The film can be accessed at:

<https://www.youtube.com/watch?v=I9kbeZtuRgo>

John is exhibiting in a touring group show **Enough is Definitely Enough** that originated in Lincoln and is touring in Manchester <https://www.oceansapart.uk/> and then moving to Middlesbrough. He is at General Practice studios <https://www.general-practice.net/> on a residency at the end of March and there will be an exhibition – **Trunk Call**, of recent and developing works (private view on Friday 27 March 6-8).

Transmission of Religion: Listening to Young People's Voices

From 23rd to 25th April, Mark Plater (PGCE RE) & Smaragda Kampouri (TESOL) will be travelling to the KPH University Vienna, to meet with Prof. Karsten Lehmann and Austrian colleagues as part of a joint research venture to explore issues related to the transmission of religion, listening to both the spoken and 'hidden' voices of adults/transmitters. In particular, we are interested in the voices of young people themselves, as 'receivers' of those transmissions, rather than on those of the adults concerned.

Prof. Karsten's research has particularly been on the voices of marginalised young people, and this is a focus that Mark would also like to explore. By 'marginalised', we might include migrants, refugees, etc., as well as young people from various minority Christian and other religious backgrounds. By 'religion' we include the affective element of religious culture/traditions as well as their explicit beliefs and customs. This April visit will hopefully allow us to work out details of a framework for the joint project, and also provide a clear steer for making applications for research funding.

For further information contact Mark Plater on mark.plater@bishopg.ac.uk



Beyond Initial Teacher Education: Important messages for BGU NQTs

We would like to inform you about the support we offer all our initial teacher trainees when they leave us in the Summer. We have a dedicated staff that can be contacted to offer additional help or advice, including support with applications for work, especially if you are still looking for a permanent position. You can email us any time via beyondite@bishopg.ac.uk

We have recently launched a new reading list service, including a specialist collection of NQT literature. You can view our open-access list via the link on our website resources page here: <https://www.bishopg.ac.uk/ite-resources>. All BGU Alumni are entitled to use the University Library for reference purposes, free-of-

charge, so if you see something of interest, do pop in to the Teaching Resources Centre of BGU library.

You can also talk to our library team about lifetime membership of the library, available for a fee of £50. Lastly, if any of you would be willing to contribute to our initial teacher education programme, we would welcome a return visit to BGU. So, please let us know if you are willing to share your experiences with both current and prospective trainees. We have already heard about some of your successes, and we would be delighted to hear even more. You can email beyondite@bishopg.ac.uk if you are interested or give us a call on **01522 527347**.



BISHOP
GROSSETESTE
UNIVERSITY

www.bishopg.ac.uk

The Secondary PGCE newsletter is designed to enable our partnership school professional colleagues to remain up to date with the team's current research interests. Would you like to hear more about a project? Would you like to get involved in our research? Do you have any research you would like to share? Please do let us know.