

# Contents

## Chapter 1: The Educational Perspective

1

*R. Kapadia and M. Borovcnik*

1. Aims and Rationale 1

2. Views on Didactics 4

*Fischer's open mathematics*

*Fischbein's interplay between intuitions and mathematics*

*Freudenthal's didactical phenomenology*

*Bauersfeld's subjective domains of experience*

3. Basic Ideas of the Chapters 14

*A probabilistic perspective*

*Empirical research in understanding probability*

*Analysis of the probability curriculum*

*The theoretical nature of probability in the classroom*

*Computers in probability education*

*Psychological research in probabilistic understanding*

Bibliography 25

## Chapter 2: A Probabilistic Perspective

27

*M. Borovcnik, H.-J. Bentz and R. Kapadia*

1. History and Philosophy 27

*Tardy conceptualization of probability*

*The rule of 'favourable to possible'*

*Expectation and frequentist applications*

*Inference and the normal law*

*Foundations and obstacles*

*Axiomatization of probability*

*Modern views on probability*

2. The Mathematical Background 44

*Model-building*

*Assigning probabilities*

*Conditional probability*

*Random variables and distributions*

*Central theorems*

*Standard situations*

3. Paradoxes and Fallacies 57

*Chance assignment*

*Expectation*

*Independence and dependence*

*Logical curiosities*

*Concluding comments*

Bibliography 68

## Chapter 3: Empirical Research in Understanding Probability 73

*M. Borovcnik and H.-J. Bentz*

1. Research Framework 73
  - Peculiarities of stochastics and its teaching*
  - Research in psychology and didactics*
2. Sample Space and Symmetry View 77
  - No.1: Tossing a counter*
  - No.2: Hat lottery*
3. Frequentist Interpretation 83
  - No.3: The six children*
  - No.4: Snowfall*
4. Independence and Dependence 89
  - No.5: Dependent urns*
  - No.6: Independent urns*
5. Statistical Inference 95
  - No.7: Coin tossing*
  - No.8: Drawing from a bag*
6. Concluding Comments 100
  - Empirical research*
  - Teaching consequences*
- Bibliography 103

## Chapter 4: Analysis of the Probability Curriculum 107

*A. Ahlgren and J. Garfield*

1. General Aims 108
  - Objectives*
  - Ideas*
  - Skills*
  - Inclination to apply ideas and skills*
2. General Curriculum Issues 113
  - Aspects of the curriculum*
  - Curriculum sources*
  - Choice of orientation*
3. Curriculum Issues in Probability 120
  - Student readiness*
  - Different approaches to probability curriculum*
4. Approaches to the Probability Curriculum 129
  - What to look for?*
  - Research needs*
- Bibliography 132

## Chapter 5: The Theoretical Nature of Probability in the Classroom

135

*H. Steinbring*

1. Approaches towards Teaching 135  
*Structural approaches*
  2. The Theoretical Nature of Stochastic Knowledge 139  
*Approaches to teaching probability*  
*Theoretical nature of probability*  
*Objects, signs and concepts*
  3. Didactic Means to Respect the Theoretical Nature of Probability 147  
*Interrelations between mathematics and exemplary applications*  
*Means of representation and activities*
  4. On the Didactic Organization of Teaching Processes 153  
*The role of teachers*  
*The role of task systems*
  5. Discussion of an Exemplary Task 159  
*Didactic framework of the task*  
*Classroom observations*  
*Implications for task systems*
- Bibliography 165

## Chapter 6: Computers in Probability Education

169

*R. Biehler*

1. Computers and Current Practice in Probability Teaching 169  
*Pedagogical problems and perspectives*  
*Changes in probability, statistics, and in their applications*  
*Changing technology and its influence on pedagogical ideas*
2. Computers as Mathematical Utilities 175  
*The birthday problem*  
*Exploring Bayes' formula*  
*Binomial probabilities*  
*Programming languages and other tools*
3. Simulation as a Problem Solving Method 182  
*Integrating simulation, algorithmics and programming*  
*Simulation as an alternative to solving problems analytically*  
*The potential of computer-aided simulation*  
*Software for simulation and modelling*  
*Computer generated random numbers*

4. Simulation and Data Analysis for Providing an Empirical Background for Probability	192
<i>Making theoretical objects experiential</i>	
<i>Beginning with 'limited' technological equipment</i>	
<i>Laws of large numbers and frequentist interpretation</i>	
<i>Random sampling and sampling variation</i>	
<i>Structure in random sequences</i>	
<i>A simulation and modelling tool as companion of the curriculum</i>	
<i>Games and strategy</i>	
5. Visualization, Graphical Methods and Animation	202
6. Concluding Remarks	204
Software/Bibliography	205
<b>Chapter 7: Psychological Research in Probabilistic Understanding</b>	<b>213</b>
<i>R.W. Scholz</i>	
1. Traditional Research Paradigms	214
<i>Probability learning</i>	
<i>Bayesian revision</i>	
<i>Disjunctive and conjunctive probabilities</i>	
<i>Correlation</i>	
2. Current Research Paradigms	222
<i>Judgemental heuristics</i>	
<i>Structure and process models of thinking</i>	
<i>Probability calibration</i>	
<i>Event-related brain potential research</i>	
<i>Overview on research paradigms</i>	
3. Critical Dimensions of Educational Relevance	238
<i>The conception of the task</i>	
<i>The conception of the subject</i>	
<i>The conception of the subject-task relation</i>	
4. Developmental Approaches on the Acquisition of the Probability Concept	243
<i>The cognitive-developmental approach of Piaget and Inhelder</i>	
<i>Fischbein's learning-developmental approach</i>	
<i>Information processing approaches</i>	
<i>Semantic-conceptual and operative knowledge approach</i>	
<i>Discussion of the developmental approaches</i>	
Bibliography	250