

1014-Z1-984

Stephen Max Lancaster* (smlancaster@ou.edu), 2005 Oakhollow Dr, Norman, OK 73071. *A review of the literature pertaining to the interactions between teachers pedagogical beliefs, their content knowledge, and their attitudes toward specific topics, as applied to statistics.*

The teaching of statistics in K-12 is now emphasized at many levels, including the NCTM standards and individual state standards. Many pre-service teachers currently preparing for teaching careers will teach more statistics at any given grade level than they were exposed to when they were at that grade level.

The author is conducting a study which will measure several factors concerning pre-service teachers and statistics. Some of the issues to be investigated include:

How do pre-service teachers view their own statistical abilities?

What is the level of pre-service teachers' statistical knowledge?

How do these factors affect teachers' delivery of statistical material with respect to such issues as the choice of method for the delivery of lessons and enthusiasm during the presentation of such lessons?

The study will be preliminary to the development of programs to improve the quality of pre-service teacher-preparedness to teach statistical topics. This paper presents a portion of the literature review for the study. Issues addressed in the review include previous studies on K-12 teachers and statistics, and the evidence that subject knowledge and attitudes affect teachers' beliefs and classroom decisions. (Received September 26, 2005)