

An Investigation of Statistical Content
in Middle Grade Mathematics Textbooks in Turkey

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Abstract.

In this study, the instruction and the scope of statistical concepts in the middle school mathematics textbooks which are approved by Ministry of National Education (MoNe) in Turkey will be analyzed. The research questions are ‘how was the instruction of the statistical concepts presented in the textbooks, including its location, its ratio to all of the textbook and its exercises?’, ‘to what extent was the instruction of the statistical concepts support for conceptual and procedural knowledge of students?’ and ‘was a relationship between statistical and probability concepts presented through exercises?’. Two textbooks approved by MoNE for each grade for the 2016-2017 academic year will be used here for data analysis. One textbook for each grade is from the publications of MoNE. The expected findings of this study are that at least 10% of each textbook will include the instruction of statistical concepts and their instruction might favor the conceptual understanding with their exercises which require higher cognitive demand but might not support a comprehension for the relationship with probability concepts.

Key Words: statistics, middle grade mathematics, mathematics education.