



Editorial: December 2020

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Welcome to the second publication year for the *Statistics and Data Science Educator (SDSE)*. Articles in *SDSE* are published online on a continual basis. Despite COVID-19, four articles have been published in 2020. All these articles were for senior secondary and first year undergraduate level, with a focus on introductory lessons to new ideas. Spending time on introducing new concepts is a good pedagogical principle for establishing strong foundations for learning statistics.

Because authors of the articles are new to writing about activities in their classrooms and we are new to editing a teaching journal, the journey to publication involved a lot of learning about the process to use. From our perspective, we realised that authors needed to write about one or two tightly focussed lessons and that we needed to work in collaboration with the authors over a period of time to get their papers to an appropriate standard before being sent out for external review.

The external reviewers have proved essential to the improvement and quality of the papers, as they pointed out more issues and ideas to consider. From the authors' perspective, the process from submission to publication was, in the words of one author, "an eye-opener." They were surprised at how much they gained from the writing process and reported it was excellent professional development for them. Not only did they gain skills in writing clearly but also, they deepened their knowledge of the statistics they were teaching.

Reflecting on articles *SDSE* has published since its inception, it is noteworthy that the use of statistics education technology now seems to be embedded in the curriculum and practice and that teachers seem to be aware of research in education related to good pedagogical practice. Statistics education research, however, does not seem to be an area that teachers are familiar with. We believe this lack of knowledge is hindering teachers' ability to improve their teaching of statistics. Hence, a challenge for education researchers in the statistics discipline is to find better ways to communicate their research findings in order to close the gap between research and classroom practice.

Next year we plan to have some articles at the primary and lower secondary levels.

The continuation of *SDSE* would not be possible without teachers willing to share their lessons with us. We thank Marie Fitch, Rhys Jones, Emma Lehrke and Barbara Costelloe for their willingness to share their lessons. Also, many thanks to the external reviewers for their detailed feedback to the authors and for their time: Stephanie Budgett, Michelle Dalrymple, Mark Hooper, Marion Steel and Lars Thomsen.

