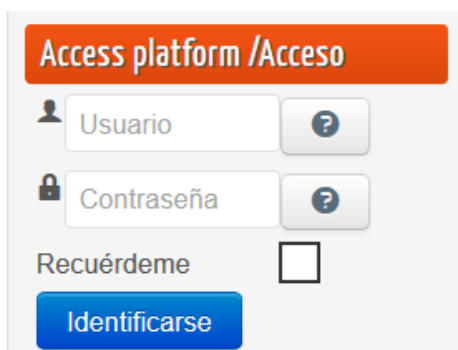# Description and use of the CIVEEST platform

In this document, we provide some instructions for using the CIVEEST platform (http://civeest.com/), as well as details of organisation, available information and interaction between participants. The contents of this document are:

        1. Access to the congress
        2. Contributions
                2.1. Plenary lectures
                2.2. Invited lectures and contributed papers
                2.3. Posters
        3. Comments and questions to the authors
        4. Certificate of participation
        5. Other details

1. Access to the congress

Please, introduce the user and password assigned to you in the registration process in the left-hand side menu.

Questions related to the state of registration or to difficulties in accessing the platform should be sent to the Local Organising Committee Secretary (Gustavo Cañadas) by email to congreso@civeest.com, with indication of the participant's name and surname, and the email used in the registration.

In accessing the platform, the following menu appears on the left-hand side with five main sections: General information, scientific programme, search, access, disconnecting and sponsors.

General information /
Información general

Welcome /Bienvenida

Scientific & Organizing
Committees /Comité
Científico y Organizador

Main activities / Principales
actividades

Important dates /Fechas
importantes

Registration / Inscripción

Attendance certificate /
Certificado de participación

Description of platform /
Descripción de la plataforma

Editing user profile / Edición del
perfil de usuario

Edición

Scientific programme /
Programa científico

Plenary lectures /
Conferencias

Invited lectures / Ponencias

Contributed papers /
Comunicaciones

Posters

Search / Buscar

Search ...
Go

Access platform /Acceso

If you wish to change some details in your profile click on the following options:

2. Contributions

The congress scientific programme will include four types of contributions: Plenary lectures/seminars, Invited lectures, Contributed Papers and Posters. When pressing any of these entries, a new page is displayed on the right-hand side with the list of contributions for the given type. For example, in selecting "Invited lectures" the list of invited lecture and authors appear on the right-hand side.

When pressing on Author, the papers are ordered alphabetically by author. In selecting one of them, for example, the first author in the list, we get a new page with the paper title, and abstract, as well as a link to download the full paper. The paper also appears in a new window; in case the browser do not visualise the paper, it is possible to download the paper to the computer and read it from there.

Problematising high-stakes assessment in statistics

La problematización de la evaluación de alto nivel en estadística

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Abstract
Statistics emerged as a discipline to address pressing practical problems. In the UK, this has not been reflected in school statistics curricula, where students often work with small-scale invented data to develop mastery of statistical technique. Recent curriculum reforms set out to improve this situation; students are expected to work in class with a large authentic data set, and to demonstrate appropriate skills on high-stakes assessment. Here, we analyse all the first set of examination papers containing statistics for the new GCE qualification, and also questions using statistical graphs from the GCSE qualifications in summer 2017. We show that there is very little emphasis on statistical skills such as interpreting data and drawing conclusions, and a great deal of emphasis on technical skills. Contexts are (for the most part) banal. Several questions ask students to use inappropriate procedures. We believe systemic flaws have resulted in assessment which is not fit for purpose. We call for curriculum reform, and offer examples of how things might be done better both in curriculum and in assessment.
Keywords: high-stakes assessment, curriculum reform, large-scale data sets, errors, misconceptions

Resumen
La estadística surgió como una disciplina para abordar problemas prácticos apremiantes. En el Reino Unido, esto no se ha reflejado en el estudio de la estadística en la escuela, donde los estudiantes a menudo trabajan con datos a pequeña escala inventados para desarrollar el dominio de las técnicas estadísticas. Las reformas curriculares actuales se proponen mejorar esta situación; se espera que los estudiantes trabajen en clase con un gran conjunto de datos auténticos, y que demuestren habilidades apropiadas en la evaluación de alto nivel. En este trabajo analizamos el primer conjunto de documentos de examen que sobre estadística para la nueva calificación GCE, y también las preguntas que utilizaron gráficos estadísticos de las calificaciones GCSE en el verano de 2017. Mostramos que hay muy poco énfasis en habilidades estadísticas, como la interpretación de datos y la extracción de conclusiones, y un gran énfasis en las habilidades técnicas. Los contextos son (en su mayor parte) banales. Varias preguntas piden a los estudiantes que usen procedimientos inapropiados. Creemos que estas deficiencias sistémicas han resultado en una evaluación que no es apta para el propósito educativo pretendido. Hacemos una llamada a la reforma del currículo, y ofrecemos ejemplos de cómo se podrían hacer mejor las cosas tanto en el currículo como en la evaluación.
Palabras clave: evaluación de alto nivel, reforma curricular, grandes conjuntos de datos, errores, conceptos erróneos

Invited lecture / Ponencia

2.1. Plenary lectures

The plenary lectures will be transmited from the Instituto de Matemáticas iemath.ugr.es on February 21st , 22nd and 23th afternoons, using the ZOOM facility (see plenary lectures programme).

The video-room web address used in the transmission of plenary lectures will be announced on the conference web page before February 20th. Those using ZOOM for the first time should press the option Download and execute Zoom

When entering the video room you will see and hear the presenter and send him/her text messages via chat.

2.2. Invited and contributed papers

This section includes some invited papers and associated chats for asynchronic discussion.

2.3. Posters

This section includes the posters abstracts and posters and the associated chats.

3. Comments and questions to authors

At the bottom of each paper screen there is a section with the corresponding chat forum:

Leave your feedback!

Add comment

[ ] Website

| B | I | U | abc | image | link | eye | quote | list | smiley |

1000 symbols left

[ ] Notify me of follow-up comments

Send

This tool allows asynchronic and textual communication between each author and those participants interested in his/her paper along the congress four days.

The authors of papers will be warned by email each time a comment is produced if they mark the option SUBSCRIBE (Notify me of follow-up comments) when using the chat for the first time. We recommend that authors send an initial comment with a greeting to participants and subscribe to their forum.

Authors are expected to reply to all the comments received from other participants along the congress days, as well as encourage the forum discussion to generate an environment of active exchange.

4. Participation certificates

Registration on CIVESST is free and registered people can freely take part in all the activities (attending the conferences, reading the papers, using the chat).

Nevertheless, those participants whishing a presentation or participation CERTIFICATE from the Organising Committee should fulfil the following condition:

Sending some comments to the authors of at least three papers along the Congress dates.

5. Other details in the platform menu

You can use the searching engine available at the left-hand side of the main menu to look for the work of a given author, or else using some keywords related to the paper to look for related papers.

Granada, February 10, 2019

Local Organising Committee