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Young children's explorations of average through informal inferential reasoning.

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Summary: This study situates children's early notions of average within an inquiry classroom to investigate the rich inferential reasoning that young children drew on to make sense of the questions: Is there a typical height for a student in year 3? If so, what is it? Based on their deliberations over several lessons, students' ideas about average and typicality evolved as meaning reasonable, contrary to atypical, most common (value or interval), middle, normative, and representative of the population. The case study reported here documents a new direction for the development of children's conceptions of average in a classroom designed to elicit their informal inferential reasoning about data.

Classification: K42 K72

Keywords: average; statistics education; informal inferential reasoning; informal statistical inference; inquiry-based learning

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