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**Prospective elementary school teachers' interpretation of central tendency measures during a statistical investigation.**

Ubuz, Behiye (ed.) et al., CERME 8. Proceedings of the eighth congress of the European Society of Research in Mathematics Education, Antalya, Turkey, February 6–10, 2013. Ankara: Middle East Technical University (ISBN 978-975-429-315-9). 870-879 (2013).

Summary: The introduction of statistics as a topic of the elementary school curriculum makes it necessary to reinforce teachers' preparation in this area as well as to understand prospective elementary school teachers' statistical content knowledge. This paper aims to understand the meanings that prospective teachers give to central tendency measures during a statistical investigation. We observe innovative interpretations as well as interpretations based on the context of each question and showing real understanding of concepts. But we also notice that most groups do not interpret central tendency measures, just analyzing data by reading graphs and tables. For the future, we suggest that prospective teachers must work with tasks requiring the interpretation of different measures to understand the differences among them.

*Classification:* K49

*Keywords:* statistical investigation; mean; median; mode; teacher education