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Preservice elementary teachers' perceptions of syntactic and semantic elements of bar charts and bar graphs.

Focus Learn. Probl. Math. 21, No. 2, 50-63 (1999).

This paper uses the context of a formative research study to examine several aspects of graphicacy relating to the use of bar charts and bar graphs as carriers of statistical information. First, a conceptual analysis of these types of graphs unpacks the (often explicit) features of this form of representation that are required to make sense of the information displayed. Examples of preservice teachers' responses to a specific graphing activity are then presented to illuminate difficulties that may exist in interpreting graphical structures. Finally, a short discussion is provided of the assessment and instructional potential of the activities that formed the formative research study.

Classification: K40