

Laboratory Skills 8

Using Graphing Skills

Time required: 30 minutes

Introduction

Recorded data can be plotted on a graph. A graph is a pictorial representation of information recorded in a data table. It is used to show a relationship between two or more different factors. Two common types of graphs are line graphs and bar graphs.

In this investigation, you will interpret and construct a bar graph and a line graph.

Problem

How do you correctly interpret and construct a line graph and a bar graph?

Pre-Lab Discussion

Read the entire investigation. Then, work with a partner to answer the following questions.

1. Would a line graph or a bar graph be better for showing the number of birds of each color in a population?

Bar graph.

2. How could you plot more than one responding variable on a line graph?

Using multiple lines on a line graph with a corresponding key as to the responding variable that each line represents.

3. Where do you place the manipulated variable on a line graph?

The x-axis.

4. Which type of graph would you use to show comparisons? Explain the reason for your answer.

Bar graph. On bar graphs the x-axis can have labels instead of a numerical scale.

5. Why is it important to have all parts of a graph clearly labeled and drawn?

Graphs that are clearly labeled are much less likely to be misread or misinterpreted.

Procedure

Part A. Interpreting Graphs

1. The type of graph that best shows the relationship between two variables is the line graph. A line graph has one or more lines connecting a series of points. See Figure 1. Along the horizontal axis, or x-axis, you will find the manipulated variable in the experiment. Along the vertical axis or y-axis, you will find the responding variable.

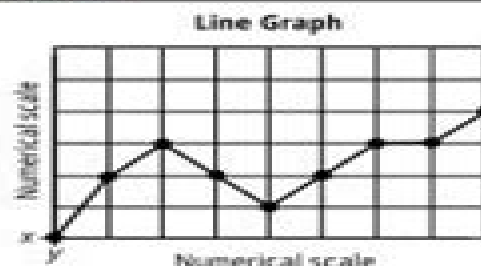


Figure 1

Using Graphing Skills Lab

Sarah Reeves Young

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

Using Graphing Skills Lab:

Science Educator's Guide to Laboratory Assessment Rodney L. Doran, 2002 The book opens with an up to date discussion of assessment theory research and uses Then comes a wealth of sample assessment activities in biology chemistry physics and Earth science Keyed to the National Science Education Standards the activities include reproducible task sheets and scoring rubrics All are ideal for helping students reflect on their own learning during science lab **Differentiated**

Instructional Strategies for the Block Schedule Gayle H. Gregory, Lynne E. Herndon, 2010-06-28 Eliminate idea block with this practical resource that includes more than 100 planning tools matrixes rubrics templates and choice boards for differentiating instruction during extended learning blocks Laboratory Unit Operations and Experimental Methods in Chemical Engineering Omar M. Basha, Badie I. Morsi, 2018-10-10 This book covers a wide variety of topics related to the application of experimental methods in addition to the pedagogy of chemical engineering laboratory unit operations The purpose of this book is to create a platform for the exchange of different experimental techniques approaches and lessons in addition to new ideas and strategies in teaching laboratory unit operations to undergraduate chemical engineering students It is recommended for instructors and students of chemical engineering and natural sciences who are interested in reading about different experimental setups and techniques covering a wide range of scales which can be widely applied to many areas of chemical engineering interest *Miller Levine Biology 1e Lab Manual a (Average Advanced) Student Edition 2002c* Prentice Hall Direct Education Staff, 2001-04 One program that ensures success for all students *Exemplary Science in Grades 9-12* Robert Eugene Yager, 2005 Essay titles reveal the range of programs and creativity this book encompasses The book ends with a summary chapter on successes and continuing challenges in meeting the Standards visions for improving high school science **Trends in Teaching Experimentation in the Life Sciences** Nancy J. Pelaez, Stephanie M. Gardner, Trevor R. Anderson, 2022-05-11 This book is a guide for educators on how to develop and evaluate evidence based strategies for teaching biological experimentation to thereby improve existing and develop new curricula It unveils the flawed assumptions made at the classroom department and institutional level about what students are learning and what help they might need to develop competence in biological experimentation Specific case studies illustrate a comprehensive list of key scientific competencies that unpack what it means to be a competent experimental life scientist It includes explicit evidence based guidelines for educators regarding the teaching learning and assessment of biological research competencies The book also provides practical teacher guides and exemplars of assignments and assessments It contains a complete analysis of the variety of tools developed thus far to assess learning in this domain This book contributes to the growth of public understanding of biological issues including scientific literacy and the crucial importance of evidence based decision making around public policy It will be beneficial to life science instructors biology education researchers and science administrators who aim to improve teaching in life science departments Chapters 6 12 14 and 22 are available open access

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Teaching Chemistry - A Studybook Ingo Eilks, Avi Hofstein, 2013-04-20 This book focuses on developing and updating prospective and practicing chemistry teachers pedagogical content knowledge. The 11 chapters of the book discuss the most essential theories from general and science education and in the second part of each of the chapters apply the theory to examples from the chemistry classroom. Key sentences, tasks for self assessment and suggestions for further reading are also included. The book is focused on many different issues a teacher of chemistry is concerned with. The chapters provide contemporary discussions of the chemistry curriculum objectives and assessment, motivation, learning difficulties, linguistic issues, practical work, student active pedagogies, ICT, informal learning, continuous professional development and teaching chemistry in developing environments. This book with contributions from many of the world's top experts in chemistry education is a major publication offering something that has not previously been available. Within this single volume chemistry teachers, teacher educators and prospective teachers will find information and advice relating to key issues in teaching such as the curriculum, assessment and so forth but contextualised in terms of the specifics of teaching and learning of chemistry and drawing upon the extensive research in the field. Moreover, the book is written in a scholarly style with extensive citations to the literature thus providing an excellent starting point for teachers and research students undertaking scholarly studies in chemistry education whilst at the same time offering insight and practical advice to support the planning of effective chemistry teaching. This book should be considered essential reading for those preparing for chemistry teaching and will be an important addition to the libraries of all concerned with chemical education. Dr Keith S. Taber, University of Cambridge, Editor, *Chemistry Education Research and Practice*. The highly regarded collection of authors in this book fills a critical void by providing an essential resource for teachers of chemistry to enhance pedagogical content knowledge for teaching modern chemistry. Through clever orchestration of examples and theory and with carefully framed guiding questions, the book equips teachers to act on the relevance of essential chemistry knowledge to navigate such challenges as context, motivation to learn, thinking, activity, language, assessment and maintaining professional expertise. If you are a secondary or post secondary teacher of chemistry, this book will quickly become a favorite, well thumbed resource. Professor Hannah Sevin, University of Massachusetts Boston.

Microcomputer-Based Labs: Educational Research and Standards Robert F. Tinker, 2012-12-06. Microcomputer based labs, the use of real time data capture and display in teaching, give the learner new ways to explore and understand the world. As this book shows, the international effort over a quarter century to develop and understand microcomputer based labs (MBL) has resulted in a rich array of innovative implementations and some convincing evidence for the value of computers for learning. The book is a sampler of MBL work by an outstanding international group of scientists and educators based on papers they presented at a seminar held as part of the NATO Special Programme on Advanced Educational Technology. The story they tell of the development of MBL offers valuable policy lessons on how to promote

educational innovation The book will be of interest to a wide range of educators and to policy makers Resources in Education ,1990 Gaining A Master's Degree Allen Brown,2014-02-21 Britain has over 100 institutes of higher education offering Master s degree courses Access to higher education opportunities has therefore never been greater As technology advances and new techniques are developed there is a growing desire for skill updating and retraining throughout all walks of professional life One of the most effective means of achieving an advantage in a chosen area is by gaining a Master s degree There are over 5000 Master s programmes available in the UK part time and full time and this book aims to be a comprehensive guide to personal preparation what to expect and how to maximize the benefits from a Master s programme

Prentice Hall Biology, 2002 Irvine Welsh,Prentice-Hall Staff,2001-04 One program that ensures success for all students

Teaching High School Science Through Inquiry and Argumentation Douglas Llewellyn,2013 For Grades 9 12 this new edition covers assessment questioning techniques to promote learning new approaches to traditional labs and activities that emphasize making claims and citing evidence **International Conference of the Learning Sciences** Barry J. Fishman,Samuel F. O'Connor-Divelbiss,2013-04-15 The field of the learning sciences is concerned with educational research from the dual perspectives of human cognition and computing technologies and the application of this research in three integrated areas Design Design of learning and teaching environments tools or media including innovative curricula multimedia artificial intelligence telecommunications technologies visualization modeling and design theories and activity structures for supporting learning and teaching Cognition Models of the structures and processes of learning and teaching by which knowledge skills and understanding are developed including the psychological foundations of the field learning in content areas professional learning and the study of learning enabled by tools or social structures Social Context The social organizational and cultural dynamics of learning and teaching across the range of formal and informal settings including schools museums homes families and professional settings Investigations in the learning sciences approach these issues from an interdisciplinary stance combining the traditional disciplines of computer science cognitive science and education This book documents the proceedings of the Fourth International Conference on the Learning Sciences ICLS 2000 which brought together experts from academia industry and education to discuss the application of theoretical and empirical knowledge from learning sciences research to practice in K 12 or higher education corporate training and learning in the home or other informal settings **Online Science Learning: Best Practices and Technologies** Downing, Kevin,Holtz,

Jennifer,2008-05-31 The continued growth in general studies and liberal arts and science programs online has led to a rise in the number of students whose science learning experiences are web based However little is known about what is actually going on in web based science courses at the level of the disciplines within liberal arts and sciences or the corresponding course design features Online Science Learning Best Practices and Technologies reviews trends and efforts in web based science instruction and evaluates contemporary philosophies and pedagogies of online science instruction This title on an

emergent and vital area of education clearly demonstrates how to enrich the academic character and quality of web based science instruction

Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education

Programs Polly, Drew, Putman, Michael, Petty, Teresa M., Good, Amy J., 2017-12-15 Educators play a significant role in the intellectual and social development of children and young adults. Thus it is important for next generation teachers to have a strong educational background as it serves as the foundation to their understanding of learning processes, leadership and best practices in the field of education. *Innovative Practices in Teacher Preparation and Graduate Level Teacher Education* Programs presents critical and relevant research on methods by which future educators in high level courses are equipped and instructed in order to promote the best experience in academic scholarship. Featuring discussion on a diverse assortment of topics such as social justice for English language learners, field based teacher education and student satisfaction in graduate programs, this publication is directed at academicians, students and researchers seeking modern research on the approaches taken by instructors to qualify and engage future educators.

Discipline-Based Education Research National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on the Status, Contributions, and Future Directions of Discipline-Based Education Research, 2012-09-27 The National Science Foundation funded a synthesis study on the status, contributions and future direction of discipline based education research. DBER in physics, biological sciences, geosciences and chemistry. DBER combines knowledge of teaching and learning with deep knowledge of discipline specific science content. It describes the discipline specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding. *Discipline Based Education Research* is based on a 30 month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate science, technology, engineering and mathematics (STEM) education. This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning. The book provides empirical research on undergraduate teaching and learning in the sciences, explores the extent to which this research currently influences undergraduate instruction and identifies the intellectual and material resources required to further develop DBER. *Discipline Based Education Research* provides guidance for future DBER research. In addition, the findings and recommendations of this report may invite if not assist post secondary institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciplines as well as guide instruction and assessment across natural science courses to improve student learning. The book brings greater focus to issues of student attrition in the natural sciences that are related to the quality of instruction. *Discipline Based Education Research* will be of interest to educators, policy makers, researchers, scholars, decision makers in universities, government agencies, curriculum developers, research sponsors and education advocacy groups.

Pedagogy, Didactics and Educational Technologies

Khalid Berrada, Daniel Burgos, 2022-09-03 This book presents an overview on ten years of rich experience and innovative

development of scientific research around pedagogy didactics and educative technologies at Cadi Ayyad University From active learning in traditional teaching to technology enhanced learning many efforts have been done so far by both researchers and PhD students making from Science Education an essential pillar that should bring innovative solutions and improve quality in teaching and learning in classes 13 different topics have been selected and converted to chapters summarizing a decennia of active and open research works at the university The selected chapters are a compilation of initiatives of research that Cadi Ayyad University team s are developing and experimenting among students This compilation is unique in the field and country so that it provides a innovative view on how some key topics are addressed in Higher Education

Learning Across Sites Sten Ludvigsen,Andreas Lund,Ingvill Rasmussen,Roger Säljö,2010-10-04 The ever evolving technology intensive nature of the twenty first century workplace has caused an acceleration in the division of labour whereby work practices are becoming highly specialised and learning and the communication of knowledge is in a constant state of flux This poses a challenge for education and learning as knowledge and expertise increasingly evolve how can individuals be prepared through education to participate in specific industries and organisations both as newcomers and throughout their careers Learning Across Sites brings together a diverse range of contributions from leading international researchers to examine the impacts and roles which evolving digital technologies have on our navigation of education and professional work environments Viewing learning as a socially organised activity the contributors explore the evolution of learning technologies and knowledge acquisition in networked societies through empirical research in a range of industries and workplaces The areas of study include public administration engineering production and healthcare and the contributions address the following questions How are learning activities organised How are tools and infrastructures used What competences are needed to participate in specialised activities What counts as knowledge in multiple and diverse settings Where can parallels be drawn between workplaces Addressing an emerging problem of adaptation in contemporary education this book is essential reading for all those undertaking postgraduate study and research in the fields of educational psychology informatics and applied information technology

Programmed Instruction in Online Learning Reinaldo L. Canton,2007 Web based offerings in manu academic disciplines are redefining the educational landscape In this book Reinaldo Canton assesses the importance of learner activity in computer programmed instruction This research explores the practical relation between the learner s behavior and the method of delivery of lesson content Programmed Instruction in Online Learning is a timely and important book as online instruction becomes increasingly predominant in the education environment

From the Inside Out Erik Peper,E.A. Williams,2012-12-06 You have just received your new biofeedback device with its instruction manual You ask yourself How can I personally use the equipment to encourage my self growth How can I help my patient to relax his spastic colon How best can I use the equipment with my client who has chronic anxiety How can I use this equipment in my research examining the correlation between location of muscle contraction and specific

emotions What is the best way to teach my students an understanding of the basis of the signal and the problem of artifacts Should I have purchased this device or would I have been better off with another type of biofeedback equipment How can I integrate the use of this device and other biofeedback equipment with such techniques of unstressing as progressive relaxation and meditation Can I harm myself or others either physically or emotionally with the equipment Where can I look for additional information regarding the use of biofeedback equipment These questions and others have been raised over and over in our teaching of biofeedback to both students and professionals This manual has been structured so as to provide both background information and experiences that will allow the user to answer these questions The manual is based on the premise that the only way to really learn know about biofeedback is through self experience

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