

Common Themes > Patterns of Change

Research on Student Learning

Fourth-graders' representations of changes over time are "data-driven" in the sense that the particular data in the problem are the most important. This contrasts with "system-driven" representations in which the emphasis is on overall patterns. Unfortunately, students are typically introduced to system-driven representations while they still think it is a wrong or meaningless way to convey information. [1]

References

[1] Tierney, C., Nemirovsky, R. (1991). Children's spontaneous representations of changing situations. *Hands On!*, 14, 7-10.