

Laboratory Skills 8**Using Graphing Skills****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?

you can make different types of lines

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

Independent variable and you put it on the x-axis.

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

bar graph because of its visual

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

so you can gather your data and be more organized. It helps you understand more.

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.

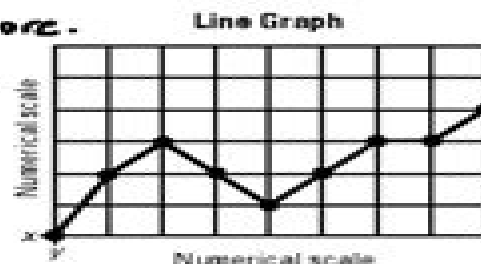


Figure 1

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Prentice Hall Direct Education Staff

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the text 'Prentice Hall Direct Education Staff'.

Using Graphing Skills 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 **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 *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 **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 Sevia University of Massachusetts Boston

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 under a Creative Commons Attribution 4.0 International License via link.springer.com *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 **Prentice Hall Biology, 2002** Irvine Welsh, Prentice-Hall Staff, 2001-04 One program that ensures success for all students 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

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