

1116-F5-2301      **Robin Angotti\*** (riderr@uw.edu), School of STEM, Campus Box 358538, 18115 Campus Way  
NE, Bothell, WA 98011. *Math in the 21st Century: Making Sense of Dynamic Visualizations.*

Graphing is a fundamental mathematics topic that all students are exposed to in K-16 education. In order to participate in a quantitatively literate society that uses graphical displays to synthesize information in the popular press as well as to be successful in most careers, students must be able to both create and interpret graphical displays of mathematical equations and data. In a typical math classroom, students use static displays and textbook data. However, with the emergence of dynamic data displays used by every major online newspaper and blog, how is the educational system helping students interpret these new displays of quantitative information so that educated students can make sense of them? This talk will share a classroom activity that has been used from middle grades through college mathematics courses in which students must extract data and useful information from a readily available, 5-dimensional, dynamic graphical display and use that information to tell a concise, coherent story displayed on static 2-D paper. This activity has shown that students at all levels have difficulty in both interpreting the data in ways that make sense and in transferring the data from a dynamic graphical display to a two-dimensional static paper in a coherent way. (Received September 22, 2015)