Erratum: The Effects of Perception of Efficacy and Diagram Construction Skills on Students' Spontaneous Use of Diagrams When Solving Math Word Problems^{*}

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Table 2 and Table 3 of the paper starting on page 197 of this volume are incorrect. Here are the correct versions:

Table 2. Ratios of Participants Referring to the Efficacy of Diagram Use in the Free Comments Section of the Post-instruction Survey

	With PD	Without PD	Totals
With VE	0.46 (11/24)	0.42 (8/19)	0.44 (19/43)
Without VE	0.10 (2/21)	0.18 (4/22)	0.14 (6/43)
Totals	0.29 (13/45)	0.29 (12/41)	0.29 (25/86)

Note. In parentheses are the number of participants who referred to the efficacy of diagram use, and the total number of participants, in each condition.

Table 3. The Total Number of Problems for which Participants Produced High Quality Diagrams When Asked to Use Diagrams in the Post-instruction Assessment

	With PD	Without PD	Totals
With VE	2.46 (0.59)	1.95 (0.91)	2.23 (0.78)
Without VE	2.19 (0.75)	1.77 (1.06)	1.98 (0.94)
Totals	2.46 (0.59)	1.95 (0.91)	2.23 (0.78)

In the original version, the chi-square symbol (χ) had inadvertently become the division sign ($\div$) on pages 205 (at the bottom), 206 and 207 (at the top).

^{*} The original online version for this chapter can be found at: http://dx.doi.org/10.1007/978-3-642-14600-8_19