## **ERRATUM**



## **Erratum to: Middle School Engagement with Mathematics Software and Later Interest and Self-Efficacy for STEM Careers**

Jaclyn Ocumpaugh¹ · Maria Ofelia San Pedro² · Huei-yi Lai³ · Ryan S. Baker¹ · Fred Borgen⁴

Published online: 8 November 2016

© Springer Science+Business Media New York 2016

Erratum to: J Sci Educ Technol DOI 10.1007/s10956-016-9637-1

The original version of this article unfortunately contained a mistake.

Acknowledgments should read:

This material is based upon work supported in part by the National Science Foundation under Grant No. DRL-1031398. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

The online version of the original article can be found at http://dx.doi.org/10.1007/s10956-016-9637-1

☐ Jaclyn Ocumpaugh ojaclyn@upenn.edu; jocumpaugh@wpi.edu

- Penn Center for Learning Analytics, Graduate School of Education, University of Pennsylvania, Philadelphia, PA, USA
- <sup>2</sup> ACT, Iowa City, Iowa, USA
- Department of Human Development, Teachers College, Columbia University, 532 Grace Dodge Hall, 525 West 120th Street, New York, NY 10027, USA
- 4 Iowa State University, Ames, IA, USA

