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Changing children's approaches to mathematical problem solving.

Atweh, B. et al., Contexts in mathematics education. , (ISBN 0-86856-902-X). 505-510 (1993).

A year-long teaching experiment explored the possibility of changing fourth grader's approaches to mathematical problem solving. A metacognitive question-and-answer technique was used to negotiate meaning, explore problem representation, discuss possible solution strategies, and reflect on the problem-solving enterprise. Analysis of the transcript data, classroom observations and childrens' work samples revealed that while those with most to gain and nothing to lose demonstrated the greatest shift in approach, each child's approach was successfully challenged to some extend. (orig.)

Classification: C30

Keywords: metacognition