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Models of the structure of some rule-governed mathematical behaviors.

Contemp. Educ. Psychol. 6, No. 3, 237-249 (1981).

Summary: This study investigated the extent to which various latent class models adequately described some elementary rule-governed mathematical behaviors. Two hundred and eighty-three children were given a fraction concepts test in which they identified fractional parts of sets of objects. Results supported the adoption of a set of three-class models including a mastery class, a nonmastery class, and a transitional class to describe the data.

Classification: C20 F40

Keywords: mathematical behavior; fraction concept; fractions

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