

ZMATH 1997e.02683

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Modeling Children's Understanding of Quantitative Relations in Texts: A Developmental Perspective.

Cogn. Instr. 14, No. 4, 409-40 (1996).

Tested three models of children's mathematics word-problem solving based on developmental differences in quantitative conceptual structures: (1) quantitative relations represented as ordered array of mental objects; (2) numbers represented on two tentatively coordinated mental number lines; and (3) numerical operations represented as objects on two well-coordinated rule-governed number lines. Found that the models predicted performance and were internally coherent. (ERIC)

Classification: C30

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