

**ZMATH 06694984**

**Ambrus, Gabriella; Szűcs, Kinga**

**Fehleranalyse beim Lösen von offenen Aufgaben.**

Teach. Math. Comput. Sci. 14, No. 1, 83-113 (2016).

Summary: Open problems play a key role in mathematics education, also in primary school. However, children in primary school work in many relations in a different way from learner in secondary school. Therefore, the (possibly) first confrontation with an open task could be problematical. Within the framework of an international paper and pencil test it was examined how far children of primary school notice the openness of a task and which mistakes they do during working on that task. In particular are meant by openness different interpretations of the task, which all lead to a set of numbers with more than one element as a result. For evaluation, a common classification system was adapted by slightly modification of the original system.

*Classification:* B10 D50 D60 F90 Q70

*Keywords:* open task; problem solving; student errors; educational research