

ZMATH 2010b.00271

Chua, Boon Liang

Features of generalising tasks: help or hurdle to expressing generality?

Aust. Math. Teach. 65, No. 2, 18-24 (2009).

Summary: Pattern generalising problems offer a very rich context for exploring relationships among quantities, expressing generality and representing the same relationship in different ways. Selecting appropriate tasks for students to work on in class is by no means a straightforward process, but there are ways to handle it. This article aims to explore and discuss the features of generalising problems. This article sets out with two objectives: (1) to offer teachers a framework for considering the difficulty level of generalising problems in terms of task features, and (2) to raise issues for discussion on the possible influence the task features have on students' generalisation and reasoning. (Contains 6 figures and 1 table.) (ERIC)

Classification: D50 E40

Keywords: problem posing; difficulty level; generalizability theory; instructional design; mathematics activities; task analysis; mathematical applications; problem solving