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Assessing generalisation of advanced multiplicative strategies.

Bragg, Leicha et al., MERGA 26: Mathematics Education Research: Innovation, Networking, Opportunity (MERINO). Vol. 1 and 2. ,. 760-767 (2003).

Forty-eight year 7 and 8 students, aged 10 to 12 years, completed written tasks that required them to generalise a given strategy for multiplication or division. Their responses were analysed to ascertain which strategies they found most difficult to explain and apply. Eleven of the students were interviewed to find out how closely their written responses reflected their understanding of the strategies. The results indicate that the use of written tasks for assessing generalisation has limited reliability and that advanced division strategies are more difficult to apply than advanced multiplication strategies.

Classification: F33 C33