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Views of struggling students on instruction incorporating multiple strategies in Algebra I: an exploratory study.

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Summary: Although policy documents promote teaching students multiple strategies for solving mathematics problems, some practitioners and researchers argue that struggling learners will be confused and overwhelmed by this instructional practice. In the current exploratory study, we explore how 6 struggling students viewed the practice of learning multiple strategies at the end of a yearlong algebra course that emphasized this practice. Interviews with these students indicated that they preferred instruction with multiple strategies to their regular instruction, often noting that it reduced their confusion. We discuss directions for future research that emerged from this work.

Classification: C23 H33 F53 I23 D53 C33

Keywords: algebra; problem solving; learning strategies; middle school students; teaching methods; attitudes; algebraic thinking; struggling learners

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