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The developmental nature of ability to solve one-step word problems.

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Recently many reseachers have focused on analyzing the structure of one-step word problems and the solution strategies employed by pupils. We have investigated the effect of mental schemes corresponding to additive and multiplicative situations in the process of interpreting and solving problems. The relative difficulties of problems classified according to their situations is considered through a written test administered to pupils in Grades 2, 3, and 4. The results seem to support the assumption that there is a developmental pattern in pupils' thinking, depending on the problem situation. (Abstract)

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