Boulton-Lewis, G.M.; Cooper, T.J.; Atweh, B.; Pillay, H.; Wilss, L.; Mutch, S.
The transition from arithmetic to algebra: a cognitive perspective.
This paper discusses the transition from arithmetic to algebra from a cognitive perspective, proposes a two path model for learning algebra, and uses the results of two studies to illustrate the importance of cognitive load and appropriate sequencing through binary algebra and complex arithmetic to effective learning of early algebra.

Classification: H10