Children’s Learning of Fractions

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Abstract:
Area-model representations seem to have been dominant in the teaching and learning of fractions. In this study, I investigated 40 fifth grade children’s understanding of fraction concepts, and found that although the participants were adept at partitioning regional models, they could not cope well with questions for which fractions were embodied in non-area-model scenarios.

Xiaofen Zhang is a lecturer at Texas State University. She earned her Ph.D. in Mathematics education from Illinois State University. Her research focuses on the teaching and learning of mathematics, teaching and teacher education.