

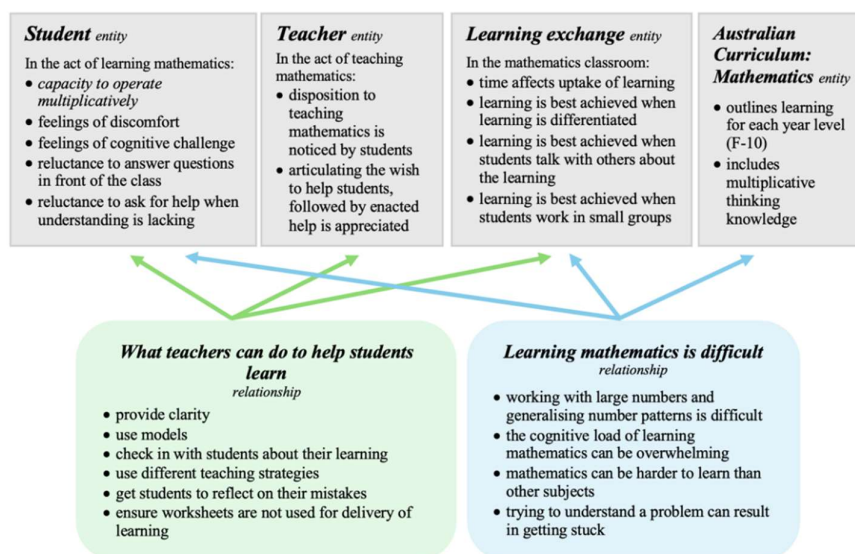
Experiences of the Pre-Multiplicative Thinking Junior Secondary School Student

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Multiplicative thinking refers to the use of multiplication and division strategies to solve a range of numerical-based problems (Young-Loveridge et al., 2012). When students enter secondary school, it is an expectation that they think multiplicatively as this type of thinking is prerequisite for effective negotiation of the curriculum (Beckmann et al., 2008). Research suggests that 30% to 55% of Australian Year 8 students are pre-multiplicative (Siemon et al., 2019), indicating many junior secondary school students may be in a position of disadvantage.

Ten Year 7 pre-multiplicative thinking participants were interviewed regarding their experiences of learning mathematics. Critical Realism, a research lens (Sayer, 2010), was used to analyse the data. Figure 1 details participants' learning insights and their advice to teachers.

Figure 1 Pre-multiplicative Thinking Year 7 Students' Experiences of Learning Mathematics



References

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For more information, please refer to the following paper presented at the 47th Annual Conference of MERGA in July 2025.

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