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However, the Common Core and many state standards have now made it more explicit, and in fact, encourage the use of multiple strategies before the traditional algorithm is taught. With new standards and professional development, the idea of teaching multiple strategies has come to the forefront again.

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Abstract. It is commonly suggested to mathematics teachers to present learners different methods in order to solve one problem. This so-called "learning with multiple solution methods" is also recommended from a psychological point of view. However, existing research leaves many questions unanswered, particularly concerning the effects of different types of solution methods and different degrees of learner's activity.

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Multiple solutions fostered learning. However, no positive effect was found for instructional support. In Experiment 2, effects of varying the representational code of solutions were studied, using three conditions (multiple solutions with multiple representations; multiple solutions sharing one representation; uniform solution).

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The experiment was embedded in an introductory mathematics lecture. In order to address the research questions, a 2×3 -design was implemented. The first factor, multiple solutions, referred to the number of presented solution methods (multiple solution methods versus uniform solution methods).

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