

## Learners' Conspicuous and Significant Errors in Arithmetic

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**Abstract :** The systematic identification of the most conspicuous and significant errors made by learners during three-years of testing of their progress in learning Arithmetic are presented in this article. How these errors have changed over three-years of school instruction of Arithmetic also is shown. The sample is comprised of two hundred (200) English students and one hundred and fifty (150) Greek students. These students were purposefully selected according to their participation in each testing session in the development of the three-year Kassel Project in England and Greece, in both domains simultaneously in Arithmetic and Algebra. The data sample includes six test-scripts corresponding to three testing sessions in both Arithmetic and Algebra respectively.

**Keywords :** arithmetic, errors, Kassel Project, progress of learning

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