

## Erratum to: Does it help to use mathematically superfluous brackets when teaching the rules for the order of operations?

Robert Gunnarsson<sup>1</sup> · Wang Wei Sönnnerhed<sup>1</sup> ·  
Bernt Hernell<sup>1</sup>

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The original version of this article contained an editing error towards the end of section 1. The corrected passage is given below.

Marchini and Papadopoulos (2011) showed that elementary school students could gain from using emphasizing brackets. In their experiment young students (grades 2 and 3 in Italy and Greece) compared simple algebraic expressions, and emphasizing brackets improved the number of correct answers in cases such as, for example,  $\square + 4 = 9$  and  $(\square + 4) = 9$ . Brackets can indeed change the way in which expressions are perceived.

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The online version of the original article can be found at <http://dx.doi.org/10.1007/s10649-015-9667-2>.

✉ Robert Gunnarsson  
robert.gunnarsson@ju.se

<sup>1</sup> School of Education and Communication, Jönköping University, 551 11 Jönköping, Sweden