



Correction to: Assessing mathematical thinking as part of curriculum reform in the Netherlands

Paul Drijvers¹  · Hanneke Kodde-Buitenhuis¹ · Michiel Doorman¹

Published online: 30 April 2021
© Springer Nature B.V. 2021

Correction to: Educational Studies in Mathematics (2019) 102(3):435–456
<https://doi.org/10.1007/s10649-019-09905-7>

Table 3’s caption should be replaced by “Percentage of assignments inviting mathematical thinking in regular and pilot national examinations for the 5- and 6-year pre-higher education streams.”

The caption was “Percentage of credit points of assignments inviting mathematical thinking in regular and pilot national examinations for the 5- and 6-year pre-higher education streams”.

However, the “of credit points” is somewhat confusing, as one assignment usually involves multiple credit points. Therefore, there is a difference between the number of assignments involved, and the number of credit points involved. As the Table concerns the former, this correction is worth making.

Publisher’s note Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

The online version of the original article can be found at <https://doi.org/10.1007/s10649-019-09905-7>

✉ Paul Drijvers
p.drijvers@uu.nl

Hanneke Kodde-Buitenhuis
hannekebuitenhuis@gmail.com

Michiel Doorman
m.doorman@uu.nl

¹ Freudenthal Institute, Utrecht University, PO Box 85.170, 3508 AD Utrecht, The Netherlands