

## An Exploration of the Application of Error Analysis in High School Mathematics Review Lessons

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**Abstract:** High school math review lessons are supposed to help students spot learning gaps, consolidate what they know, and get better at problem-solving. But in many real classrooms, they don't work out that way. Teachers often explain problems in a general manner, without digging into why students actually made mistakes. Students stay passive, and there's rarely any meaningful follow-up after class. As a result, review lessons fail to achieve what they're meant to. Based on my own teaching experience, this paper looks at how error analysis can improve review lessons. The approach includes figuring out the real causes of mistakes, designing review sessions around typical errors, using variant exercises, and setting up a complete feedback loop. In practice, this makes review lessons far more targeted. Students become more reflective, think more rigorously, and get better at transferring what they've learned to new problems.

**Keywords:** High School Mathematics; Error Analysis; Review Lessons; Teaching

### 1. Real Challenges in High School Math Review Lessons

Review lessons are an important part of high school math. They include homework debriefs, unit reviews, and test corrections. In theory, these lessons show how well students are doing, help fill knowledge gaps, and strengthen problem-solving skills. When done well, they can really improve teaching quality. But in reality, the results often fall short of expectations.

So where do things go wrong? Too often, teachers simply go through problems in order, one after another. That approach covers the material but lacks focus. Some classes focus too much on standard answers and step-by-step procedures. As a result, they miss the chance to dig into why students made those mistakes in the first place-or what was really going on in the

students' minds. After class, there is hardly any targeted follow-up or real consolidation. So we see the same old pattern: students nod along in class, thinking "I get it," but later when they try the problems on their own, they make the same mistakes again. In the end, review lessons become nothing more than answer-checking sessions. They never really solve the actual difficulties students are facing.

Actually, students' mistakes are valuable teaching materials. They don't just show which knowledge points are weak-they also reveal problems in how students think, their problem-solving habits, and whether they write solutions properly. Designing review lessons around mistakes helps teachers locate exactly where students struggle and makes review much more efficient.

### 2. Tracing Students' Learning Problems from Error Causes

High school students make math mistakes for all kinds of reasons, and even similar errors can come from different roots. We can put them into five main types:

1. Not Understanding Concepts Clearly, and Not Being Sure about When Formulas, Theorems, or Properties Can Be Used;
2. Rushing through Questions, Missing Key Words, Limits, or Hidden Conditions;
3. Sticking to old methods rigidly, using the same old steps for changed questions;
4. Logic that's not tight enough, skipping steps without enough reasoning;
5. Calculation errors and messy writing, indicating a lack of rigorous learning habits.

If teachers only list high-frequency wrong questions before class without sorting out the real causes, review lessons will stay on the surface. For the same problem, a student might get it wrong because of unclear concepts, careless reading, or a simple miscalculation. Just showing the standard answer won't fix the problem at its root. So the first step to make review work better is to use wrong questions to

find learning problems and clearly identify what kind of mistake it really is.

### **3. Optimizing Teaching Strategies of Review Lessons Based on Error Analysis**

Math review lessons should drop the "cover everything" style. Instead, they should focus on the most important issues and target them directly. Teachers can pick highly typical, high-error-rate questions from homework, worksheets, and tests as the core of the review. These questions show students' common problems much better than going through every question evenly.

When going over wrong answers, don't just show the right solution-explain why the mistake happened. For unclear concepts, guide students back to definitions and tell them apart carefully. For careless reading, have them reread and hunt for hidden information. For messy reasoning or calculation mistakes, stress full steps and clear writing to help students fix mistakes for good.

Review lessons shouldn't be teachers talking the whole time. Get students more involved. In class, let them correct mistakes on their own first; then discuss typical wrong answers in groups and speak up about their own confusion. This takes more time, but it really builds students' ability to reflect. They truly understand "why I messed up" and are more ready to take in the following teaching.

Variant exercises and follow-up consolidation should be arranged after review lessons to solve the problem of "understanding in class but failing after class". Students can be assigned to redo typical wrong questions or complete 1-2 similar variant questions, so as to realize the transformation from "solving one question" to "solving a type of questions". For students with repeated errors, individual guidance and face-to-face feedback are adopted to form a complete review closed loop of "diagnosis-review-training-feedback".

### **4. Conclusion**

High school math review lessons aren't just about checking answers or going through steps on autopilot-they're actually key for finding learning gaps, fixing misunderstandings, and building problem-solving skills. But in real classrooms, they often fall short. Teachers tend

to go through problems one by one, which covers everything but lacks focus. Some classes get too hung up on standard answers and procedures, completely missing the chance to dig into why students actually made those mistakes. And after class? There's rarely any real follow-up, so you get that classic scene where students nod along thinking "I get it," but then mess up the same way again later. That's why error analysis matters. Those wrong answers? They're direct feedback-they tell you what's really going on in students' heads. When you build review lessons around analyzing mistakes, things get way more focused. Students start to reflect on their own thinking, pick up a more careful attitude, and actually learn from where they went wrong. And let's be honest-class time is limited. The only way to make those minutes count is to get clear on the real causes of mistakes. That's how review lessons truly do their job.

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