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Gould, Liz; Ikhinmwini, Samuel; Walley, Alex; Clark-Wilson, Alison; Hoyles, Celia
Embedding dynamic technologies in the key stage 3 curriculum – the Cornerstone Maths approach.

Math. Teach. (Derby) 235, 44-47 (2013).

Summary: The authors document the development of, and outcomes from, this innovative classroom resource. Here is an example of what might be achieved if creative mathematical approaches are linked to the power and potential that technologies can offer. The ideas are developed and tried in real classrooms that exhibit all the usual inhibitors to learning. The project still has work to do, but the fundamentals that underpin the process are likely to ensure that the outcomes will enhance learning in many classrooms. Not only that, you are invited to become involved. Can you afford not to be part of the team?

Classification: D33 D83 I23 U73 B50

Keywords: Cornerstone Maths project; curriculum; lower secondary; educational research; evaluation; information technology; media technology; mathematical software; handheld computers; calculators; computer as educational medium; teaching units; student activities; discovery learning; concepts; approach; linear functions; modes of representation; teacher education