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Two children, three tasks, one set of figures: highlighting different elements of children's geometric knowledge.

Ubuz, Behiye (ed.) et al., CERME 8. Proceedings of the eighth congress of the European Society of Research in Mathematics Education, Antalya, Turkey, February 6–10, 2013. Ankara: Middle East Technical University (ISBN 978-975-429-315-9). 2228-2237 (2013).

Summary: This paper presents three different geometrical tasks which involved the same set of geometrical figures. An analysis of the affordances and constraints of each task is discussed along with the results of two children's engagement with these tasks. Results indicated that not all children take advantage of the opportunities afforded by a given task and thus a combination of tasks is necessary in order to assess both strengths and weaknesses of children's geometric knowledge.

Classification: G21 C31

Keywords: geometric knowledge; geometrical figures; children's engagement