

**ZMATH 2014a.00894**

**Abboud-Blanchard, Maha; Cazes, Claire; Vandebrouck, Fabrice**  
**Teachers' practices using e-exercise bases in their classrooms.**

Vandebrouck, Fabrice (ed.), Mathematics classrooms. Students' activities and teachers' practices. Rotterdam: Sense Publishers (ISBN 978-94-6209-279-2/pbk; 978-94-6209-280-8/hbk; 978-94-6209-281-5/ebook). 185-198 (2013).

From the introduction: This chapter examines teachers' uses of specific computational tools: electronic exercise bases (EEBs). The data come from a project tracking the use of online resources in grade 9 mathematics classes (ages 15–16) in the Paris region. Here the use of EEBs constituted a case of special innovation and should for this reason be distinguished from ordinary classroom situations, where the emphasis is placed on coherence and stability of practices. The stability factor in the use of EEBs is not therefore discussed. Instead we raise questions concerning the way in which these new tools are appropriated by teachers, the different uses in terms of student activity, the changes they bring about in the day-to-day activities of teachers, and, more generally, their impact on the evolution of teachers' overall classroom practices.

*Classification:* U50 C70

*Keywords:* teachers' practice; electronic exercise bases; activities; computer aided instruction; teaching-learning process