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Virtual encounters: the murky and furtive world of mathematical inventiveness.

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Summary: Based on Châtelet's insights into the nature of mathematical inventiveness, drawn from historical analyses, we propose a new way of framing creativity in the mathematics classroom. The approach we develop emphasizes the social and material nature of creative acts. Our analysis of creative acts in two case studies involving primary school classrooms also reveals the characteristic ways in which digital technologies can occasion such acts.

Classification: C70 D40 U70

Keywords: creativity; mathematical inventiveness; classroom activities; educational software; computer aided instruction

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