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Visualisation for different mathematical purposes.

Saézn-Ludlow, Adalira (ed.) et al., Semiotics as a tool for learning mathematics. How to describe the construction, visualisation, and communication of mathematical concepts. Rotterdam: Sense Publishers (ISBN 978-94-6300-336-0/hbk; 978-94-6300-335-3/pbk; 978-94-6300-337-7/ebook). Semiotic Perspectives in the Teaching and Learning of Mathematics Series 3, 69-87 (2016).

Summary: Visualisation is often suggested as a useful heuristic for generating new ideas when one is stuck on a problem. Yet generating ideas is just one aspect of mathematical activity. Visualisation can also help students generalise mathematical discoveries and communicate mathematical ideas.

Classification: E40 C50 D40 I40 I50

Keywords: visualization; mathematical ideas; mathematical discoveries; gestures; calculus

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