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Task design potential of using an interactive whiteboard for implementing inquiry-based learning in mathematics.

Leung, Allen (ed.) et al., Digital technologies in designing mathematics education tasks. Potential and pitfalls. Cham: Springer (ISBN 978-3-319-43421-6/hbk; 978-3-319-43423-0/ebook). Mathematics Education in the Digital Era 8, 41-54 (2017).

Summary: This chapter explores the role and potential of using an Interactive Whiteboard (IWB) for inquiry-based learning. A case study on how a French school teacher uses an interactive whiteboard is presented, illustrating how an IWB expands the milieu of the learning situation and the collective part of the class investigation and suggests a mesogenesis-topogenesis-chronogenesis heuristic for digital pedagogical task design.

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