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Digital technology in mathematics teaching and learning. A decade focused on theorising and teaching.

Gutiérrez, Ángel (ed.) et al., The second handbook of research on the psychology of mathematics education. The journey continues. Rotterdam: Sense Publishers (ISBN 978-94-6300-560-9/hbk; 978-94-6300-559-3/pbk; 978-94-6300-561-6/ebook). 235-274 (2016).

From the text: Over the past decade, a wide variety of PME papers have focused on the use of digital technologies in mathematics education. The 2006 PME Handbook [*A. Gutiérrez* (ed.) and *P. Boero* (ed.), Handbook of research on the psychology of mathematics education. Past, present and future. Rotterdam: Sense Publishers (2006; ME 2013e.00111)] separated research on the use of digital technologies across three main chapters (geometry, arithmetic and algebra, and proof); however, this 2016 PME Handbook unites the topic areas together. Rather than categorise the papers by these topics, we have chosen to organize this chapter in terms of four main sections: technology innovation, theorizing, technology broadening and teaching. In this introduction, we explain our choice for this structuring and link it, where possible, to recommendations and predictions made in the 2006 Handbook.

Classification: U70 U50 C30

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