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**Mathematics on the move: using mobile technologies to support student learning (Part 1).**

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Summary: It is a common belief that the incorporation of computer technology into mathematics teaching and learning motivates and engages students. However, research into the use of ICTs (Information and Communication Technologies) in mathematics classrooms has revealed some issues that could negatively impact on student engagement as a result of how they integrate with existing practices. There is a danger of the technology driving pedagogy, rather than pedagogy driving the technology. In other words, technology sometimes becomes the focus of the mathematics lessons instead of the mathematics itself. Research by Samuelsson (2007) revealed some teachers who regularly incorporate computers into their lessons tend to use them in a way that resonates with a didactical, teacher-centred approach. In this situation such an approach restricts the potential of ICTs to act as an agent of change in terms of supporting students' engagement with the subject. When good pedagogy drives the incorporation of technology into mathematics teaching and learning, ICTs have immense potential to enhance students' experiences with mathematics. In this article, the authors explore the use of the iPod Touch and iPad and provide a brief overview of how these can be used in the primary mathematics classroom. (Contains 3 figures.) (ERIC)

*Classification:* D30

*Keywords:* learner engagement; computers; information technology; curriculum; change agents; technology uses in education; educational technology; teaching methods; telecommunications; handheld devices; electronic learning

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