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Web-based mathematics: some “dos” and “don’ts”.

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Summary: This case study describes an “out of field” teacher’s use of the Internet to teach a range of mathematical topics in a modified Year 8 mathematics class. It highlights the importance of three factors for implementing a discernible web-based teaching strategy: appropriate choice of web objects, effective “virtual” pedagogy, and technical support and expertise. Based on these findings, a framework is suggested for constructing an effective teaching strategy to support the use of virtual resources in the actual mathematics classroom. (Contains 4 figures.) (ERIC)

Classification: U53 D43 C73

Keywords: teaching methods; internet; technology uses in education; case studies; teacher effectiveness; learner engagement; concept mapping; knowledge representation; grade 8; expertise; technical support
<http://www.aamt.edu.au/Webshop/Entire-catalogue/Australian-Mathematics-Teacher>