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Increasing students' involvement in technology-supported mathematics lesson sequences.

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Summary: This article aims to report on a pilot or proof of concept study with experienced Hungarian teachers who introduced mathematical concepts through a sequence of lessons utilising a pedagogical framework for general technology integration. Our aim was to examine whether the results of this pilot study could be further utilised in material development and teachers training in a larger scale project GEOMATECH. Results of this study suggested that: a) even experienced teachers with extensive knowledge of technology use are challenged to transfer the control of the classroom to students, step back to become a facilitator in the classroom; b) teachers would have required already prepared worksheets that could be immediately suited to their lessons as their time for preparation was limited and needed to cover a wide range of materials; c) introducing technology through such sequencing would require more practice, experience and training.

Classification: D40 U70 U50

Keywords: participation; use of technology; teaching methods; computer-assisted instruction

<http://www.researchinformation.co.uk/time/contents/timecont.php>