ZMATH 2009e.00274

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Towards the construction of a framework to deal with routine problems to foster mathematical inquiry.

PRIMUS, Probl. Resour. Issues Math. Undergrad. Stud. 19, No. 3, 260-279 (2009).

Summary: To what extent does the process of solving textbook problems help students develop a way of thinking that is consistent with mathematical practice? Can routine problems be transformed into problem solving activities that promote students' mathematical reflection? These questions are used to outline and discuss features of an inquiry framework useful to deal with textbook problems in which the use of computational tools can help students formulate and pursue multiple approaches to the problems. In addition, a theoretical learning trajectory is sketched to help instructors or teachers prepare their lessons and instructional activities.

Classification: D55
Keywords: problem solving; inquiry framework; routine problems; computational tools; problem-solving strategies
doi:10.1080/10511970701641990