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**The net generation and the affordances of dynamic and interactive mathematics learning environments: working with fractions.**

Amado, Nélia (ed.) et al., Proceedings of the 12th international conference on technology in mathematics teaching, ICTMT 12. Faro: University of Algarve (ISBN 978-989-8472-68-7). 105-113 (2015).

Summary: We investigated how the learners benefit from affordances of a dynamic and interactive mathematics environment – GeoGebra. Grade 6 and 7 students worked in the university computer laboratory in Turkey on a number of mathematical tasks, and their work was recorded with screen capturing software. Moreover, two graduate students videotaped and observed the participants working on their tasks. Analysis of data reveals that students' way of benefiting from this environment falls behind our expectations, although some advance uses were recorded.

*Classification:* U73 U53 F43

*Keywords:* visual learning; dynamic learning; explorative learning