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Interactive resources for an active descriptive geometry learning.

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). 352-360 (2015).

Summary: The author intends to promote a debate on the need to reorient Descriptive geometry teaching practices in Portuguese high schools, so that better responses to the present requirements are achieved, aiming so to improve students' capacities to understand and represent geometric concepts and its relations in three-dimensional space, through a better comprehension of what they represent. To exemplify the benefits of exploring digital tools with educational purposes, the author presents some interactive resources created with GeOGebra, Rhinoceros and Grasshopper to complement Descriptive geometry teaching, in order to assist the learning process from the student's perspective and illustrate the potentialities these software can offer to construct educational resources and expand teaching practices.

Classification: U70 N80

Keywords: learning styles; descriptive geometry teaching; dynamic geometry software; 3D modelling software; grasshopper