

**ZMATH 2016c.00516**

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**The role of peer and computer feedback in students 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). 491-499 (2015).

Summary: We present an episode taken from a two years teaching experiment involving the regular use a Dynamic Geometry Software with a class of 7th graders. The learning context is centred on student-student-computer interactions. The overall aim of the research is to understand the role of the emerging peer and computer feedback in students' learning. We adopt a qualitative and interpretive research methodology. The data presented are related to an episode involving the actions of a pair of students while solving a geometry task with GeoGebra. The empirical data were analysed and interpreted by applying a model of feedback phases combined with a model of strategies devising. The results point to a strong connection between the role of peer and computer feedback and the forms of devising and revising strategies to solve the problem.

*Classification:* D63 U73 C73

*Keywords:* peer feedback; computer feedback; strategies; geometry; GeoGebra