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The role and uses of technologies in mathematics classrooms: Between challenge and *modus vivendi*.

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Summary: Drawing support from theoretical frameworks, this article analyses the role and uses of technology in the teaching of mathematics, with specific reference to the complexity of integrating technology into teaching. Four aspects are discussed here: the changes that technology brings about in classroom mathematical activity, the difficulties students encounter in solving problems in a technology-rich environment, the evaluation of potential assignments and the creation of conditions appropriate for learning, and the difficulties faced by teachers who use technology in deciding when and how to intervene. This analysis is illustrated by examples taken primarily from dynamic geometry, but similar analyses could be conducted for computerized environments of other kinds.

Classification: D30 U70 R20

Keywords: changes in classroom activity; students difficulties; dynamic geometry

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