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**Insight into pupils' understanding of infinity in a geometrical context.**

Johnsen Høines, Marit (ed.) et al., Proceedings of the 28th international conference of the International Group for the Psychology of Mathematics Education, PME 28, Bergen, Norway, July 14–18, 2004. Bergen: Bergen University College. Part III, 97-104 (2004).

Summary: School students' intuitive concepts of infinity are gained from personal experiences and in many cases the tacit models built up by them are inconsistent. The paper describes and analyses a series of tasks which were developed to enable the researchers to look into the mental processes used by students when they are thinking about infinity and to help the students to clarify their thoughts on the topic.

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*Keywords:* infinity in geometry; cognitive processes; intuitive concepts; understanding; empirical investigations; lower secondary

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