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Exploring mathematical patterns using dynamic geometry software.

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Summary: Many students view mathematics as a collection of theorems and facts that were discovered by intelligent mathematicians and all they have left to do is to study them carefully. Some believe it is important to help students change this view (Lavy & Shriki, 2003). One possible way is to enable students to modify the attributes of a given situation, and then pose problems that concern the newly generated situation (Brown & Walter, 1993). In this paper, the authors wish to demonstrate the simplicity of such a process, and exemplify the idea that even a fundamental situation can serve as a trigger for discovering unknown patterns. (ERIC)

Classification: G43 R23

Keywords: problem solving; computer software; computer assisted instruction; geometry; geomtric concepts; teaching methods