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How theories about the learning and knowing of mathematics can inform the use of CAS in school mathematics: One perspective.

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In this article, the author describes ways she has used theories of knowing and learning to inform her use of CAS in school and early college mathematics. The article describes the role of macroprocedures and microprocedures, process-object distinctions, and the movement toward more formal ways of expressing mathematical ideas. The author discusses how these theories along with perspectives on algebra can impact pedagogical approaches to algebra instruction.

Classification: C30