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Working through complexity: an experience of developing mathematical thinking through the use of Logo with low attaining pupils.

Support Learn. 16, No. 1, 23-27 (2001).

In this article Tony Harries focuses on the work of a group of low attaining pupils as they undertake tasks within the Logo environment. The tasks were designed to encourage the pupils both to move beyond single step procedural ways of working, and to explore ideas of generalisation. The results of the study suggest that while there is a tendency for these pupils to work in small steps and with instant feedback on each step, they can be enabled to move beyond this way of working and that this can be a means of empowering their mathematical development.

Classification: C76

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