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The understanding and use of trigonometric/algebraic knowledge during problem solving.

Bana, Jack et al., Mathematics education beyond 2000. Vol. 1. , (ISBN 0-9596844-8-4). 165-171 (2000).

An important feature of students' understanding of algebra and trigonometry is the relations and representations that are constructed between these two areas of school mathematics. In this study we report one students' understanding of the concepts before and after two lessons. The student developed knowledge about the topics that appears to be consistent with what the teacher was aiming at. However, in a problem-solving situation, the student activated knowledge that was different and incorrect. The results provide tentative support for the argument that students sometimes develop 'garbled knowledge'. (Authors' abstract)

Classification: C30