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Symbol-use, fusion, and logical necessity: on the significance of children's graphing. A reaction paper to Ainley et.al.

Olivier, Alwyn et al., 22. Conference of the International Group for the Psychology of Mathematics Education (PME 22). Proceedings. Vol. 1. ,. 259-263 (1998).

The work of Ainley, Nardi, and Pratt (Graphing as a computer-mediated tool, 22nd PME conference 1998) is in many ways parallel to the work we are developing at TERC on the learning of graphing. In this reaction I will examine the data described in their paper and strive to articulate its significance as seen from our own experience. I will organize my comments in terms of three themes common in our work: Symbol-Use, Fusion, and Logical Necessity. (orig.)

Classification: C32