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Rethinking algebra: a versatile approach integrating digital technology.

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Summary: Many have thought deeply about the construction of the school algebra curriculum, but the question remains as to why we teach the topics we do in the manner we do, stressing manipulations of symbols, and why some other avenues are ignored. In this chapter we consider the basic constructs in the school algebra curriculum and the procedural approach often taken to learning them and suggest some reasons why certain topics may be excluded. We examine how particular tasks, including some that integrate digital technology into student activity, could be used to rethink the algebra curriculum content with a view to motivating students and promoting versatile thinking. Some reasons why these topics have often not yet found their way into the curriculum are discussed.

Classification: H20 H30 U70 I20

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