

Colloquium

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Friday, September 7, 2012 at 3 pm in Bell Hall 143

Dynamic Geometry \longrightarrow Dynamic Language Preliminary findings from a multi-year project

Research in mathematics education has endorsed teacher-student and student-student interactions as contexts for improving conceptual learning in mathematics. Teacher promotion and facilitation of discourse can provide an environment in which students can explore, test conjectures, and justify generalizations. Classroom use of Dynamic Geometry (DG) instructional tools has increased in the past decades. DG allows students to discover patterns, to explore and test conjectures and facilitate proofs of the conjectures. The development of communication skills in the context of the use of DG tools has not been fully explored. This presentation will address findings from a multi-year NSF funded project related to the relationship of student use of DG tools and their development of geometric thinking. In addition, issues related to the role of discourse in the context of a DG environment will be discussed.