



TECHNOLOGY IN MATHEMATICS EDUCATION

Opening Lesson

24th September 2024

Valentina Bologna



10/2/24

Course Presentation

Course Contents and Methodology

Final Examination

This course aims to address contemporary, international research on how people teach and learn mathematics with digital technologies. Ongoing research on math education, teacher practice, curriculum studies, and pedagogy is uncovering the complexity associated with learning and teaching within dynamic learning environments. Integrating three disciplines – cognitive psychology, computer science, and education – provides a framework to study technology's cognitive and social affordances in mathematics classrooms. This framework can be used to understand several genres of teaching and learning, including knowledge representation, knowledge diffusion, learning-on-demand, and embodiment. They are amplified and augmented with technological advancements, such as dynamic visualisation tools, computer simulations, laboratories, networked databases, hand-held devices, and virtual reality, with growing importance based on applications' evidence in educational contexts. Therefore, the focus of the course will be developing teaching strategies for technology's integration and implementation through case studies and project-based activities.

Course Presentation

- **Description**
- Learning Objectives

KNOWLEDGE AND UNDERSTANDING:

students will know how to integrate technology into Maths Teaching practices, recognise which suitable pedagogical design adopts, and blend content knowledge into methodology frameworks.

APPLYING KNOWLEDGE AND UNDERSTANDING:

students will be able to plan, prepare and realise learning sequences in Maths teaching at different levels of instruction.

MAKING JUDGMENTS:

students will be able to consider the implications digital technology has for students, teaching practice, curriculum development, and educational contexts through analyses of many technology-enhanced learning experiences, and they will reflect upon your learning pathways throughout the course.

COMMUNICATION SKILLS:

Students will be able to adapt Maths content knowledge by using ICT in Mathematics Education.

LEARNING SKILLS:

Students will be able to evaluate how, to what extent, when and where to include the use of ICT in Maths learning sequences.

Course Presentation

- Description
- Learning Objectives

Main theoretical frameworks about the research in Technology in Mathematics Education

Hints concerning Pedagogical Content Knowledge in Maths Teaching and Content Knowledge for Maths Teaching: definition of Tasks of Teaching for Integrated ICT in Maths learning

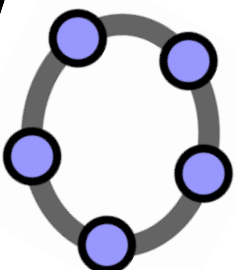
Digital learning environment: Geogebra, Desmos, Excel, Scratch (Maths-coding), PHET-maths, Gizmo-maths, Visual 3D

Project learning activities laboratory-based: exercises and examples on ICT integration (Digital Book, Monitor Touch).

Course Contents and Methodology

- **Description**
- Methodology

Digital learning environments



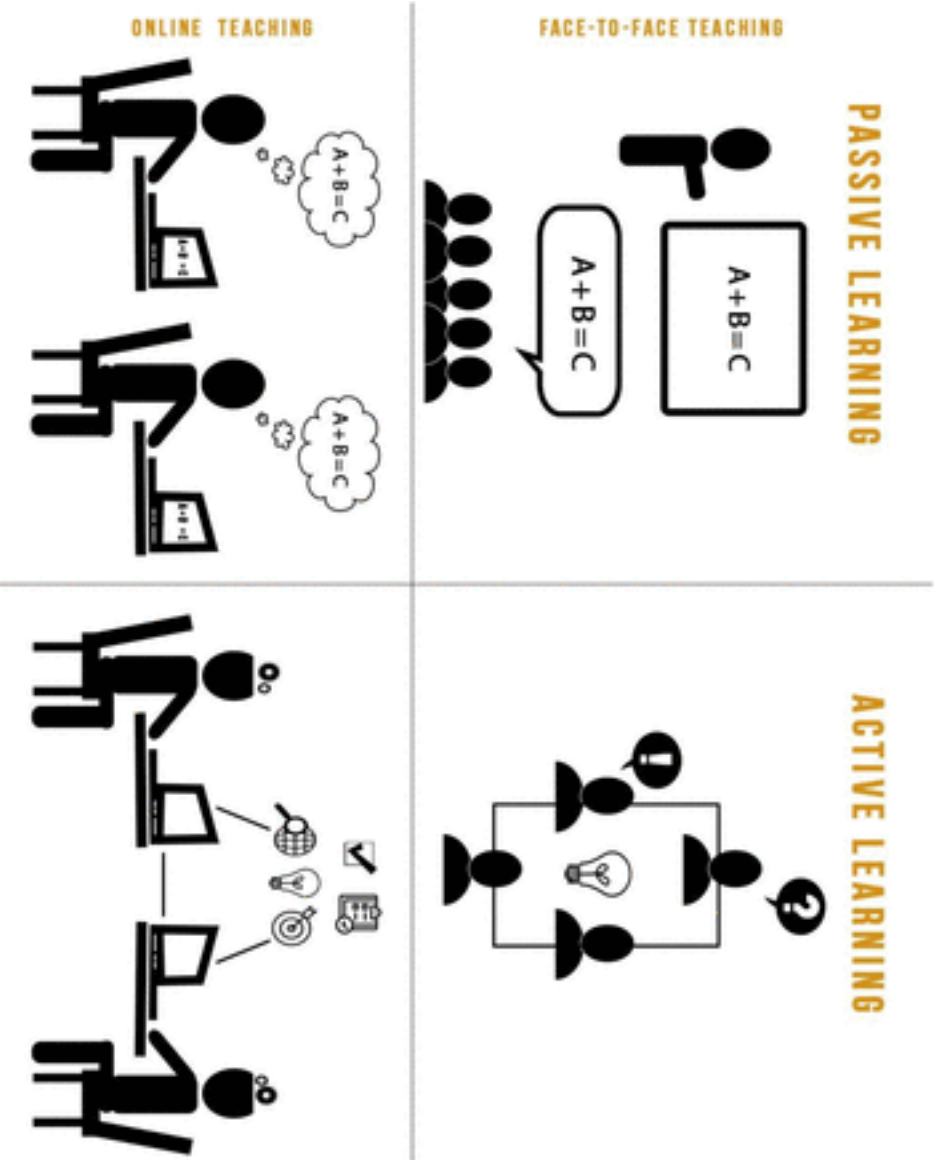
Course Contents and Methodology

- **Description**
- Methodology



Course Contents and Methodology

- Description
- Methodology



<https://doi.org/10.1101/2020.12.22.423922>

Course Contents and Methodology

- Description
- Methodology



WORKING GROUPS

Course Contents and Methodology

- Description
- Methodology

1. Preparation of a Maths learning sequence integrating the use of one learning environment described into the teaching process.
2. Discussion of the course contents (specifically referring to research references).

**Final
Examination**