



Geogebra Teacher Training

**Luc Trouche, Ghislaine Gueudet, Birgit
Pepin**

Geogebra Teacher Training:

Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2018-05-04 Regardless of the field or discipline technology is rapidly advancing and individuals are faced with the challenge of adapting to these new innovations To remain up to date on the current practices teachers and administrators alike must constantly stay informed of the latest advances in their fields Teacher Training and Professional Development Concepts Methodologies Tools and Applications contains a compendium of the latest academic material on the methods skills and techniques that are essential to lifelong learning and professional advancement Including innovative studies on teaching quality pre service teacher preparation and faculty enrichment this multi volume book is an ideal source for academics professionals students practitioners and researchers

Information and Communication Technologies Germania Rodriguez Morales, Efraín R. Fonseca C., Juan Pablo Salgado, Pablo Pérez-Gosende, Marcos Orellana Cordero, Santiago Berrezueta, 2020-11-12 This book constitutes refereed proceedings of the 8th Conference on Information and Communication Technologies of Ecuador TICEC 2020 held in November 2020 Due to the COVID 19 pandemic the conference was held online The 36 full and 7 short papers were carefully reviewed and selected from 117 qualified submissions The papers are organized according to the following topical sections biomedical sensors and wearables systems data science ICT s applications industry 4 0 smart cities software development technology and environment

Model-Centered Learning Lingguo Bu, Robert Schoen, 2012-01-01 Model Centered Learning Pathways to Mathematical Understanding Using GeoGebra is the first book to report on the international use of GeoGebra and its growing impact on mathematics teaching and learning Supported by new developments in model centered learning and instruction the chapters in this book move beyond the traditional views of mathematics and mathematics teaching providing theoretical perspectives and examples of practice for enhancing students mathematical understanding through mathematical and didactical modeling Designed specifically for teaching mathematics GeoGebra integrates dynamic multiple representations in a conceptually rich learning environment that supports the exploration construction and evaluation of mathematical models and simulations The open source nature of GeoGebra has led to a growing international community of mathematicians teacher educators and classroom teachers who seek to tackle the challenges and complexity of mathematics education through a grassroots initiative using instructional innovations The chapters cover six themes 1 the history philosophy and theory behind GeoGebra 2 dynamic models and simulations 3 problem solving and attitude change 4 GeoGebra as a cognitive and didactical tool 5 curricular challenges and initiatives 6 equity and sustainability in technology use This book should be of interest to mathematics educators mathematicians and graduate students in STEM education and instructional technologies

Proceedings of the 23rd European Conference on e-Learning Fernando Moriera, **ECEL 2016 - Proceedings of the 15th European Conference on e-Learning**, Proceedings of the 15th European Conference on e Learning ECEL 2016

15th International Scientific Conference on Distance Learning in Applied Informatics Milan Turčáni, 2025-02-18

The book presents the proceedings of the 15th DIVAI Distance Learning in Applied Informatics Conference an international scientific event that focuses on the field of distance learning in applied informatics The 15th edition of the conference took place from September 30 to October 2 2024 The conference is held under the patronage of the Dean of the Faculty of Natural Sciences and Informatics Constantine the Philosopher University in Nitra The proceedings are relevant to researchers academics professionals and students in distance learning and applied informatics

ICGG 2024 - Proceedings of the 21st International Conference on Geometry and Graphics Kazuki Takenouchi, 2024-09-26 This three volume book gathers peer reviewed papers presented at the 21st International Conference on Geometry and Graphics ICGG 2024 held in Kitakyushu Japan from 5 to 9 August 2024 The conference started in 1978 and is promoted by the International Society for Geometry and Graphics which aims to foster international collaboration and stimulate the scientific research and teaching methodology in the fields of Geometry and Graphics The ICGG 2024 covered the following five topics taken over from ICGG 2022 Theoretical Graphics and Geometry Applied Geometry and Graphics Engineering Computer Graphics Graphics Education Geometry and Graphics in History to which a new section of Related Topics was added in response to the growing body of research on Geometry and Graphics Volume 3 collects papers on two of these topics Engineering Computer Graphics and Geometry and Graphics in History as well as poster papers on all these topics Given its breadth of coverage the book will introduce engineers architects and designers interested in computer applications graphics and geometry to the latest advances in the field with a particular focus on science the arts and mathematics education

The Implementation of GeoGebra Program Into Pre-service Mathematics Teachers Training in Israel Nabil H. Assadi, 2020 Rezumatul tezei de doctorat

The Influence of GeoGebra Training on Teachers and Learners in Rural Geometry Classrooms Collen Manganyana, 2020 The aim of this study was to investigate the influence of GeoGebra training on teachers and learners in rural geometry classrooms The conceptual framework that was used in this study was based on the four level training evaluation framework of Kirkpatrick 1996 focusing on the first three levels only while the fourth level was not considered The study was conducted in disadvantaged and under resourced schools situated in the Mpumalanga Province of South Africa This undertaking was considered as a way of promoting what was perceived as a simple but effective method of teaching and learning with technology The technology enhanced teaching strategy was employed with the anticipation of enhancing the development of geometrical concepts that are seen as too abstract by the majority of learners in resource constrained areas Hence the focus of this study was on the teaching and learning of the properties of triangles and the properties of quadrilaterals in Grade 10 using GeoGebra and traditional methods Within the non equivalent quasi experimental design both qualitative and quantitative approaches were used Four purposively sampled Grade 10 teachers from four schools and their classes comprising of 165 learners participated The data collection involved pre and post tests

questionnaires lesson observations and interviews Learners' achievement was measured by outcomes obtained from marked and recorded achievements tests The qualitative data collected from the teachers through questionnaires lesson observations and interviews were coded and categorised into themes This analysis revealed that most participants had positive training experiences and preferred using GeoGebra in the teaching and learning of geometry despite a lack of resources in their schools The findings also showed that there was lack of training workshops that focused on appropriate teachers knowledge and skills that are connected to technological innovations particularly in GeoGebra The quantitative data analysis results showed a significant difference in the mean scores for both groups respectively in favour of learners taught with GeoGebra compared to a chalk and talk method The teachers' implementation of and enthusiasm about GeoGebra had a positive influence on learner achievement Based on the results it was concluded that as a pedagogical tool GeoGebra can work effectively in rural schools where geometry is hardly taught

Math Educ, 2007 Contains abstracts in the field of mathematics education extracted from documents worldwide

How Finns Learn Mathematics and Science Erkki Pehkonen, Maija Ahtee, Jari Lavonen, 2007 The book tries to explain the Finnish teacher education and school system as well as Finnish children's learning environment at the level of the comprehensive school and thus give explanations for the Finnish PISA success The book is a joint enterprise of Finnish teacher educators

GeoGebra in Professional Development Ligu Bu, Frackson Mumba, Harvey Henson, Mary Wright, 2013 GeoGebra is an emergent open source Dynamic and Interactive Mathematics Learning Environment DIMLE Martinovic Karadag 2012 that invites a modeling perspective in mathematics teaching and learning In springs of 2010 and 2012 GeoGebra was integrated respectively into two online professional development courses on mathematical problem solving in a rural region of a Midwest state in the USA Using GeoGebra as a primary tool for modeling and communication fifty three K-8 inservice elementary school teachers with no or little previous exposure to DIMLEs participated in the graduate level course where they experimented with various resources of GeoGebra for mathematical modeling in the broad context of problem solving The instructional team incorporated a variety of pedagogical components to support teachers exploration of the new technologies and the mathematical content including video based demonstration affective intervention learning with children and social and cognitive scaffoldings After intensive online instruction a 25 item questionnaire was administered to collect data on participants attitudes curricular awareness mathematical content and pedagogical reflection regarding the integration of GeoGebra Based on results of the questionnaire N=45 this article provides a preliminary description of inservice elementary school teachers learning experience in a GeoGebra integrated DIMLE setting including an exploratory dimension analysis of the survey data Overall the use of GeoGebra challenged teachers view about the nature of mathematics and student teacher interactions and further enriched their mathematical knowledge and pedagogical choices The course design context and implications for future efforts are discussed An appendix contains GeoGebra Survey and Item Coding Contains 6 tables and 1 figure This work was

partially supported by the Illinois School Board of Education through an MSP Grant **Using Geogebra to Enhance Learning and Teaching of Basic Properties of Circles for a Secondary 5 Class** Cheuk-Hing Lee, 2017-01-26 This dissertation Using GeoGebra to Enhance Learning and Teaching of Basic Properties of Circles for a Secondary 5 Class by Cheuk hing Lee was obtained from The University of Hong Kong Pokfulam Hong Kong and is being sold pursuant to Creative Commons Attribution 3.0 Hong Kong License The content of this dissertation has not been altered in any way We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation All rights not granted by the above license are retained by the author Abstract With advancements in information technology people can now access enormous amounts of information with ease The education system which plays a vital role in developing our future has undergone important changes In the past decades nearly every part of the education process from curricula design assessment methodologies to teaching methodologies have been scrutinized As a result a series of reforms or changes have been implemented The purposes of the present study are to investigate more about perceptions and attitudes of secondary school mathematics teachers towards the use of computers in their teaching Besides the factors affecting teachers attitudes towards computer application in teaching are also analyzed Finally the study will also explore the effectiveness of students learning through cooperative learning One class of 36 students from 5C aged 14-16 were invited to participate in this research by using the DMS of GeoGebra for teaching the topics of Basic Properties of Circles The teaching outcome of 5C would then be compared with 2 other classes of 5A and 5B which would be taught by my peer teachers 5A and 5B s teachers would employ conventional teaching methods to teach Basic Properties of Circles i.e the Control Group Five student worksheets for Basic Operation of GeoGebra and each sub topic of Basic Properties of Circles were devised see Appendices I to V Those 5 students were all asked to fill in the questionnaire I Besides 12 mathematics teachers were asked to fill in the questionnaire I see Appendix VIII of Mathematics with Technology Perceptions Survey MTPS in order to investigate their perceptions of using information technology IT in teaching mathematics The purpose of the MTPS items was to ascertain the prevalence of key attitudes and perceptions creating barriers or enabling teachers intentions to alter their practice and to teach mathematics with technology Demographic data of MTPS items were collected on gender age group years of teaching education level teacher training teaching level and subject taught During the whole study video recording was taken In addition my two peer teachers from classes 5A and 5B were also invited to have an interview Then they were asked to fill in the questionnaire II see Appendix XIII in order to investigate their intention in using the DMS of GeoGebra for teaching and learning mathematics in Secondary 5 classes Besides 14 students were randomly selected in order to find out the effects of their learning by using DMS of GeoGebra through peer groups and these 14 students were invited to complete an extended version of questionnaire II see Appendix X Finally students were asked to conduct a test see Appendix VI in order to compare the learning outcome of students learning Basic Properties of Circles with the DMS of GeoGebra with those learning in its

absence It is suggested that the integration of computer in learning mathematics should be required Schools need to make full use of technology to guide students to learn as much as possible Also leadership needs to be available to teachers and to provide an in service education in technology use so that technology use was operating as well as possible DOI 10 5353

th_b4836766 Subjects Mathematics Study and teaching Secondary [Topics in Mathematics For Elementary Teachers](#)

Sergei Abramovich,2023-12-14 This revised edition reflects the author s experience teaching a graduate level mathematics course for elementary teacher candidates It uses concrete activities and technology to motivate abstract concepts reducing math anxiety and building confidence Chapters include activity sets and digital tools like GeoGebra and Wolfram Alpha

Innovation and Technology Enhancing Mathematics Education Eleonora Faggiano,Francesca Ferrara,Antonella Montone,2017-10-14 This book addresses key issues of Technology and Innovation s in Mathematics Education drawing on heterogeneous ways of positioning about innovation in mathematical practice with technology The book offers ideas and meanings of innovation as they emerge from the entanglement of the various researchers with the mathematical practice the teacher training program the student learning and engagement or the research method that they are telling stories about The multiple theoretical or empirical perspectives capture a rich landscape in which the presence of digital technology entails the emergence of new practices techniques environments and devices or new ways of making sense of technology in research teaching and learning **The Mathematics Teacher in the Digital Era** Alison Clark-Wilson,Ornella

Robutti,Nathalie Sinclair,2023-03-02 This book brings together international research on school teachers and university lecturers uses of digital technology to enhance teaching and learning in mathematics It includes contributions that address theoretical methodological and practical challenges for the field with the research lens trained on the perspectives of teachers and teaching As countries around the world move to integrate digital technologies in classrooms this book collates research perspectives and experiences that offer valuable insights in particular concerning the trajectories of development of teachers digital skills knowledge and classroom practices Via app download the SN More Media app for free scan a link with play button and access the videos directly on your smartphone or tablet [The 'Resource' Approach to Mathematics](#)

[Education](#) Luc Trouche,Ghislaine Gueudet,Birgit Pepin,2019-11-29 This edited volume will help educators better analyze methodological and practical tools designed to aid classroom instruction It features papers that explore the need to create a system in order to fully meet the uncertainties and developments of modern educational phenomena These have emerged due to the abundance of digital resources and new forms of collective work The collected papers offer new perspectives to a rising field of research known as the Documentational Approach to Didactics This framework was first created by the editors of this book It seeks to develop a deeper understanding of mathematics teaching expertise Readers will gain insight into how to meet the theoretical questions brought about by digitalization These include how to analyze teachers work when they prepare for their teaching how to conceptualize the relationships between individual and collective work and how to follow

the related processes over the long term The contributors also provide a comparative view in terms of contrasting selected phenomena across different educational cultures and education systems For instance they consider how differences in curriculum resources are available to teachers and how teachers make use of them to shape instruction Coverage also considers the extent to which teachers make use of additional material particularly those available through the global marketplace on the Internet This book builds on works from the Resources 2018 Conference Understanding teachers work through their interactions with resources for teaching held in Lyon France

Mathematics and Technology Gilles Aldon, Fernando Hitt, Luciana Bazzini, Uwe Gellert, 2017-04-05 This volume collects most recent work on the role of technology in mathematics education It offers fresh insight and understanding of the many ways in which technological resources can improve the teaching and learning of mathematics The first section of the volume focuses on the question how a proposed mathematical task in a technological environment can influence the acquisition of knowledge and what elements are important to retain in the design of mathematical tasks in computing environments The use of white smart boards platforms as Moodle tablets and smartphones have transformed the way we communicate both inside and outside the mathematics classroom Therefore the second section discussed how to make efficient use of these resources in the classroom and beyond The third section addresses how technology modifies the way information is transmitted and how mathematical education has to take into account the new ways of learning through connected networks as well as new ways of teaching The last section is on the training of teachers in the digital era The editors of this volume have selected papers from the proceedings of the 65th 66th and 67th CIEAEM conference and invited the correspondent authors to contribute to this volume by discussing one of the four important topics The book continues a series of sourcebooks edited by CIEAEM the Commission Internationale pour l'étude et l'amélioration de l'Enseignement des Mathématiques International Commission for the Study and Improvement of Mathematics Education

Educating Prospective Secondary Mathematics Teachers Marilyn E. Strutchens, Rongjin Huang, Despina Potari, Leticia Losano, 2018-06-01 This book highlights innovative approaches to preparing secondary mathematics teachers Based on empirical findings gathered in several countries on five continents it provides a wealth of best practices for preparing secondary mathematics teachers and discusses issues related to their professional and personal growth such as identity content knowledge and pedagogical content knowledge which also includes knowledge of integrating technology into teaching and learning mathematics Divided into four parts the book focuses on field experiences technologies tools and resources teacher knowledge and teacher professional identities Some of the main threads running through the book are the importance of university and school partners working together to ensure preservice secondary mathematics teacher success in developing pedagogical strategies that lead toward students mathematical engagement and achievement the critical need for preservice secondary mathematics teachers to develop strong content knowledge and pedagogical content knowledge and the importance of providing opportunities during pre

service education for developing prospective teachers professional identities The Role of the History of Mathematics in the Teaching/Learning Process Sixto Romero Sanchez, Ana Serradó Bayés, Peter Appelbaum, Gilles Aldon, 2023-06-15 This volume presents multiple perspectives on the uses of the history of mathematics for teaching and learning including the value of historical topics in challenging mathematics tasks for provoking teachers reflection on the nature of mathematics curriculum development questions that mirror earlier pedagogical choices in the history of mathematics education and the history of technological innovations in the teaching and learning of mathematics An ethnomathematical perspective on the history of mathematics challenges readers to appreciate the role of mathematics in perpetuating consequences of colonialism Histories of the textbook and its uses offer interesting insights into how technology has changed the fundamental role of curriculum materials and classroom pedagogies History is explored as a source for the training of teachers for good puzzles and problems and for a broad understanding of mathematics education policy Third in a series of sourcebooks from the International Commission for the Study and Improvement of Mathematics Teaching this collection of cutting edge research stories from the field and policy implications is a contemporary and global perspective on current possibilities for the history of mathematics for mathematics education This latest volume integrates discussions regarding history of mathematics history of mathematics education and history of technology for education that have taken place at the Commission s recent annual conferences

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