

TEACHERS' THINKING ON INCORPORATING GRAPHING CALCULATORS INTO MATHEMATICS TEACHING

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Research on graphing calculators has focussed predominantly on students with the teacher's role being largely neglected. This study examines graphing calculator use from the perspectives of advanced-level mathematics teachers working in English schools; adding to recent research on teacher's beliefs (Doerr & Zangor, 1999) and teachers' perceptions (Simonsen & Dick, 1997) in relation to graphing calculator use.

Since the intention of the study is to elicit in-depth accounts of teachers' perceptions and experiences of graphing calculator use in their classrooms, an interpretative framework has been adopted. Semi-structured interviews and lesson observations with six teachers from two institutions form the data corpus.

Findings from the study indicate a set of interrelated considerations and motivations for use. Moreover, the process of incorporating graphing calculators into their classroom practice involved several forms of *teaching* (technical, functional and conceptual), *guidance* (indirect and direct), and *support*. Teachers were found to develop knowledge of a range of pitfalls students were likely to encounter when using the graphing calculator, and from this a repertoire of troubleshooting techniques appeared to evolve.

References:

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