

1.	Record Nr.	UNICAMPANIAVAN0094106
	Autore	Trimarchi, Michele
	Titolo	L'eredità giacente / V. Michele Trimarchi
	Pubbl/distr/stampa	96 p. ; 24 cm
	Edizione	[Milano : Giuffrè]
	Descrizione fisica	Fondo Tribunale di Napoli.
	Soggetti	Eredità giacente
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910484460703321
	Titolo	The Mathematics Teacher in the Digital Era : An International Perspective on Technology Focused Professional Development // edited by Alison Clark-Wilson, Ornella Robutti, Nathalie Sinclair
	Pubbl/distr/stampa	Dordrecht : , : Springer Netherlands : , : Imprint : Springer, , 2014
	ISBN	9789400746381 9400746385
	Edizione	[1st ed. 2014.]
	Descrizione fisica	1 online resource (419 p.)
	Collana	Mathematics Education in the Digital Era, , 2211-8144 ; ; 2
	Disciplina	510.71
	Soggetti	Mathematics - Study and teaching Educational psychology Education - Data processing Mathematics Education Educational Psychology Computers and Education
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.

Nota di bibliografia

Includes bibliographical references and index.

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Sommario/riassunto

This volume addresses the key issue of the initial education and lifelong professional learning of teachers of mathematics to enable them to realize the affordances of educational technology for mathematics. With invited contributions from leading scholars in the field, this volume contains a blend of research articles and descriptive texts. In the opening chapter John Mason invites the reader to engage in a number of mathematics tasks that highlight important features of technology-mediated mathematical activity. This is followed by three main sections: An overview of current practices in teachers' use of digital technologies in the classroom and explorations of the possibilities for developing more effective practices drawing on a range of research perspectives (including grounded theory, enactivism and Valsiner's zone theory). A set of chapters that share many common constructs (such as instrumental orchestration, instrumental distance and double instrumental genesis) and research settings that have emerged from the French research community, but have also been taken up by other colleagues. Meta-level considerations of research in the domain by contrasting different approaches and proposing connecting or uniting elements .

