

TECHNOLOGY IN THE MATHEMATICS CLASSROOM

TECHNOLOGY IN THE MATHEMATICS CLASSROOM HAS REVOLUTIONIZED THE WAY STUDENTS ENGAGE WITH MATHEMATICAL CONCEPTS AND PROBLEM-SOLVING. INCORPORATING DIGITAL TOOLS, SOFTWARE, AND INTERACTIVE PLATFORMS ENHANCES UNDERSTANDING, FOSTERS COLLABORATION, AND PROMOTES CRITICAL THINKING SKILLS. THE INTEGRATION OF TECHNOLOGY IN EDUCATION SUPPORTS DIFFERENTIATED LEARNING, ALLOWING STUDENTS TO LEARN AT THEIR OWN PACE AND EXPLORE COMPLEX IDEAS THROUGH VISUALIZATION AND SIMULATION. THIS ARTICLE EXPLORES THE VARIOUS APPLICATIONS OF TECHNOLOGY IN THE MATHEMATICS CLASSROOM, HIGHLIGHTING ITS BENEFITS, CHALLENGES, AND PRACTICAL STRATEGIES FOR EFFECTIVE IMPLEMENTATION. EDUCATORS CAN LEVERAGE MODERN TECHNOLOGICAL RESOURCES TO CREATE DYNAMIC AND INTERACTIVE LESSONS THAT IMPROVE STUDENT OUTCOMES AND MOTIVATION. THE DISCUSSION COVERS KEY TOOLS SUCH AS GRAPHING CALCULATORS, EDUCATIONAL SOFTWARE, VIRTUAL MANIPULATIVES, AND ONLINE ASSESSMENT PLATFORMS. ADDITIONALLY, THE ARTICLE ADDRESSES BEST PRACTICES FOR INTEGRATING TECHNOLOGY TO MAXIMIZE ENGAGEMENT AND LEARNING EFFICIENCY.

- BENEFITS OF TECHNOLOGY IN THE MATHEMATICS CLASSROOM
- POPULAR TECHNOLOGICAL TOOLS AND RESOURCES
- STRATEGIES FOR EFFECTIVE INTEGRATION
- CHALLENGES AND CONSIDERATIONS
- THE FUTURE OF TECHNOLOGY IN MATHEMATICS EDUCATION

BENEFITS OF TECHNOLOGY IN THE MATHEMATICS CLASSROOM

THE USE OF TECHNOLOGY IN THE MATHEMATICS CLASSROOM OFFERS NUMEROUS ADVANTAGES THAT ENHANCE BOTH TEACHING AND LEARNING EXPERIENCES. TECHNOLOGY FACILITATES INTERACTIVE LEARNING, ENABLING STUDENTS TO VISUALIZE ABSTRACT CONCEPTS, EXPERIMENT WITH VARIABLES, AND RECEIVE IMMEDIATE FEEDBACK. THIS HANDS-ON APPROACH PROMOTES DEEPER CONCEPTUAL UNDERSTANDING AND RETENTION OF MATHEMATICAL PRINCIPLES.

TECHNOLOGY ALSO SUPPORTS DIFFERENTIATED INSTRUCTION BY CATERING TO DIVERSE LEARNING STYLES AND ABILITIES. STUDENTS CAN ENGAGE WITH MULTIMEDIA CONTENT, INTERACTIVE EXERCISES, AND ADAPTIVE PROGRAMS TAILORED TO THEIR INDIVIDUAL NEEDS. THIS PERSONALIZATION HELPS BRIDGE GAPS IN COMPREHENSION AND BUILDS CONFIDENCE.

FURTHERMORE, TECHNOLOGY ENCOURAGES COLLABORATION AMONG STUDENTS THROUGH SHARED DIGITAL PLATFORMS WHERE THEY CAN SOLVE PROBLEMS TOGETHER, DISCUSS STRATEGIES, AND PRESENT SOLUTIONS. THIS SOCIAL ASPECT FOSTERS COMMUNICATION SKILLS AND TEAMWORK.

ADDITIONAL BENEFITS INCLUDE:

- ENHANCED ENGAGEMENT THROUGH GAMIFIED LEARNING MODULES AND INTERACTIVE SIMULATIONS
- ACCESS TO A VAST ARRAY OF RESOURCES AND TOOLS BEYOND TRADITIONAL TEXTBOOKS
- IMPROVED ACCURACY AND EFFICIENCY IN CALCULATIONS AND GRAPHING TASKS
- FACILITATION OF FORMATIVE ASSESSMENT WITH REAL-TIME DATA TRACKING AND ANALYSIS

POPULAR TECHNOLOGICAL TOOLS AND RESOURCES

A VARIETY OF TECHNOLOGICAL TOOLS HAVE BECOME INTEGRAL TO MODERN MATHEMATICS CLASSROOMS. THESE TOOLS RANGE

FROM HARDWARE DEVICES TO SOFTWARE APPLICATIONS DESIGNED TO SUPPORT DIFFERENT ASPECTS OF MATHEMATICAL LEARNING.

GRAPHING CALCULATORS

GRAPHING CALCULATORS ARE WIDELY USED FOR PLOTTING FUNCTIONS, ANALYZING DATA, AND SOLVING EQUATIONS. THEY ENABLE STUDENTS TO VISUALIZE GRAPHS AND EXPLORE MATHEMATICAL RELATIONSHIPS DYNAMICALLY. MANY MODELS ALSO SUPPORT PROGRAMMING CAPABILITIES, ALLOWING FOR CUSTOMIZED CALCULATIONS AND SIMULATIONS.

EDUCATIONAL SOFTWARE AND APPS

SOFTWARE PLATFORMS AND MOBILE APPLICATIONS PROVIDE INTERACTIVE LESSONS, TUTORIALS, AND PRACTICE EXERCISES. PROGRAMS SUCH AS GEOGEBRA, DESMOS, AND MATLAB OFFER POWERFUL ENVIRONMENTS FOR GEOMETRY, ALGEBRA, AND CALCULUS EXPLORATION. THESE TOOLS OFTEN INCLUDE FEATURES FOR STEP-BY-STEP PROBLEM SOLVING AND INSTANT FEEDBACK.

VIRTUAL MANIPULATIVES

VIRTUAL MANIPULATIVES ARE DIGITAL REPRESENTATIONS OF PHYSICAL OBJECTS LIKE BLOCKS, SHAPES, AND NUMBER LINES. THEY HELP STUDENTS UNDERSTAND CONCEPTS SUCH AS FRACTIONS, RATIOS, AND SPATIAL REASONING BY ALLOWING HANDS-ON MANIPULATION IN A VIRTUAL SPACE.

ONLINE ASSESSMENT AND LEARNING MANAGEMENT SYSTEMS

PLATFORMS LIKE GOOGLE CLASSROOM, KHAN ACADEMY, AND VARIOUS LMS SOLUTIONS FACILITATE ASSIGNMENT DISTRIBUTION, GRADING, AND PROGRESS MONITORING. THESE SYSTEMS STREAMLINE COMMUNICATION BETWEEN EDUCATORS AND STUDENTS WHILE PROVIDING DATA ANALYTICS TO INFORM INSTRUCTION.

STRATEGIES FOR EFFECTIVE INTEGRATION

SUCCESSFUL USE OF TECHNOLOGY IN THE MATHEMATICS CLASSROOM REQUIRES THOUGHTFUL PLANNING AND IMPLEMENTATION. EDUCATORS SHOULD ALIGN TECHNOLOGICAL TOOLS WITH CURRICULUM GOALS AND LEARNING OUTCOMES TO ENSURE RELEVANCE AND EFFECTIVENESS.

ALIGNING TECHNOLOGY WITH LEARNING OBJECTIVES

TECHNOLOGY SHOULD ENHANCE RATHER THAN DISTRACT FROM CORE MATHEMATICAL CONCEPTS. SELECTING TOOLS THAT DIRECTLY SUPPORT LESSON OBJECTIVES HELPS MAINTAIN FOCUS AND MAXIMIZES BENEFIT.

PROVIDING PROFESSIONAL DEVELOPMENT

TEACHERS NEED ADEQUATE TRAINING TO EFFECTIVELY UTILIZE TECHNOLOGICAL RESOURCES. ONGOING PROFESSIONAL DEVELOPMENT ENSURES EDUCATORS STAY CURRENT WITH EMERGING TOOLS AND BEST PRACTICES.

ENCOURAGING STUDENT-CENTERED LEARNING

TECHNOLOGY CAN EMPOWER STUDENTS TO TAKE OWNERSHIP OF THEIR LEARNING THROUGH EXPLORATION AND SELF-PACED ACTIVITIES. FACILITATING INQUIRY-BASED LEARNING FOSTERS CRITICAL THINKING AND PROBLEM-SOLVING SKILLS.

INCORPORATING COLLABORATIVE ACTIVITIES

UTILIZING TECHNOLOGY TO PROMOTE GROUP WORK AND DISCUSSIONS HELPS BUILD COMMUNICATION SKILLS AND DEEPENS UNDERSTANDING THROUGH PEER INTERACTION.

ENSURING ACCESSIBILITY AND INCLUSIVITY

CHOOSING TECHNOLOGY THAT IS ACCESSIBLE TO ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES, SUPPORTS EQUITABLE LEARNING OPPORTUNITIES.

CHALLENGES AND CONSIDERATIONS

DESPITE ITS BENEFITS, INTEGRATING TECHNOLOGY IN THE MATHEMATICS CLASSROOM PRESENTS SEVERAL CHALLENGES THAT EDUCATORS AND INSTITUTIONS MUST ADDRESS.

RESOURCE LIMITATIONS

NOT ALL SCHOOLS HAVE EQUAL ACCESS TO TECHNOLOGICAL DEVICES OR RELIABLE INTERNET CONNECTIVITY. THIS DISPARITY CAN LIMIT THE EFFECTIVENESS OF TECHNOLOGY INTEGRATION.

TECHNICAL ISSUES

HARDWARE MALFUNCTIONS, SOFTWARE BUGS, AND COMPATIBILITY PROBLEMS CAN DISRUPT LESSONS AND CAUSE FRUSTRATION.

TEACHER PREPAREDNESS

INSUFFICIENT TRAINING OR RESISTANCE TO ADOPTING NEW TECHNOLOGIES CAN HINDER SUCCESSFUL IMPLEMENTATION.

MAINTAINING STUDENT FOCUS

TECHNOLOGY CAN SOMETIMES DISTRACT STUDENTS IF NOT MANAGED PROPERLY, DETRACTING FROM LEARNING GOALS.

DATA PRIVACY AND SECURITY

USING ONLINE PLATFORMS RAISES CONCERNS ABOUT PROTECTING STUDENTS' PERSONAL INFORMATION AND COMPLYING WITH PRIVACY REGULATIONS.

THE FUTURE OF TECHNOLOGY IN MATHEMATICS EDUCATION

THE FUTURE OF TECHNOLOGY IN THE MATHEMATICS CLASSROOM IS POISED FOR CONTINUED GROWTH AND INNOVATION. EMERGING TECHNOLOGIES SUCH AS ARTIFICIAL INTELLIGENCE, AUGMENTED REALITY, AND ADAPTIVE LEARNING SYSTEMS PROMISE TO FURTHER PERSONALIZE AND ENHANCE MATHEMATICAL INSTRUCTION.

AI-DRIVEN TUTORING SYSTEMS CAN PROVIDE CUSTOMIZED FEEDBACK AND SCAFFOLD LEARNING BASED ON INDIVIDUAL STUDENT PERFORMANCE. AUGMENTED REALITY APPLICATIONS MAY CREATE IMMERSIVE ENVIRONMENTS WHERE STUDENTS CAN INTERACT WITH THREE-DIMENSIONAL MATHEMATICAL MODELS.

ADDITIONALLY, DATA ANALYTICS WILL ENABLE EDUCATORS TO GAIN DEEPER INSIGHTS INTO STUDENT LEARNING PATTERNS, ALLOWING FOR TARGETED INTERVENTIONS AND SUPPORT. AS TECHNOLOGY ADVANCES, ITS INTEGRATION WILL LIKELY BECOME MORE SEAMLESS AND INTEGRAL TO EVERYDAY MATHEMATICS EDUCATION, FOSTERING A RICHER AND MORE EFFECTIVE LEARNING EXPERIENCE FOR ALL STUDENTS.

FREQUENTLY ASKED QUESTIONS

HOW CAN INTERACTIVE WHITEBOARDS ENHANCE LEARNING IN THE MATHEMATICS CLASSROOM?

INTERACTIVE WHITEBOARDS ALLOW TEACHERS TO VISUALLY DEMONSTRATE MATHEMATICAL CONCEPTS, ENGAGE STUDENTS WITH DYNAMIC CONTENT, AND FACILITATE INTERACTIVE PROBLEM-SOLVING ACTIVITIES, MAKING ABSTRACT IDEAS MORE ACCESSIBLE.

WHAT ROLE DO EDUCATIONAL APPS PLAY IN IMPROVING STUDENTS' MATH SKILLS?

EDUCATIONAL APPS PROVIDE PERSONALIZED PRACTICE, IMMEDIATE FEEDBACK, AND GAMIFIED LEARNING EXPERIENCES THAT MOTIVATE STUDENTS, HELPING TO REINFORCE MATH SKILLS OUTSIDE THE TRADITIONAL CLASSROOM SETTING.

HOW DOES THE USE OF VIRTUAL MANIPULATIVES SUPPORT UNDERSTANDING IN MATH EDUCATION?

VIRTUAL MANIPULATIVES OFFER HANDS-ON, VISUAL REPRESENTATIONS OF MATHEMATICAL CONCEPTS, ENABLING STUDENTS TO EXPLORE AND EXPERIMENT WITH IDEAS SUCH AS FRACTIONS, GEOMETRY, AND ALGEBRA IN AN INTERACTIVE DIGITAL ENVIRONMENT.

IN WHAT WAYS CAN TECHNOLOGY FACILITATE DIFFERENTIATED INSTRUCTION IN MATHEMATICS?

TECHNOLOGY ENABLES TEACHERS TO TAILOR LESSONS AND ASSIGNMENTS TO INDIVIDUAL STUDENT NEEDS THROUGH ADAPTIVE LEARNING PLATFORMS, ALLOWING STUDENTS TO PROGRESS AT THEIR OWN PACE AND RECEIVE TARGETED SUPPORT.

WHAT ARE THE BENEFITS OF INCORPORATING CODING AND COMPUTATIONAL THINKING INTO THE MATH CLASSROOM?

INTEGRATING CODING PROMOTES PROBLEM-SOLVING SKILLS, LOGICAL REASONING, AND A DEEPER UNDERSTANDING OF MATHEMATICAL ALGORITHMS, PREPARING STUDENTS FOR STEM CAREERS AND ENHANCING THEIR OVERALL MATH PROFICIENCY.

ADDITIONAL RESOURCES

1. *INTEGRATING TECHNOLOGY IN THE MATHEMATICS CLASSROOM: TOOLS AND STRATEGIES FOR SUCCESS*

THIS BOOK PROVIDES EDUCATORS WITH PRACTICAL STRATEGIES FOR INCORPORATING TECHNOLOGY INTO MATH LESSONS TO

ENHANCE STUDENT ENGAGEMENT AND UNDERSTANDING. IT COVERS A WIDE RANGE OF DIGITAL TOOLS, FROM GRAPHING CALCULATORS TO INTERACTIVE SOFTWARE, AND EXPLAINS HOW TO ALIGN THESE TECHNOLOGIES WITH CURRICULUM STANDARDS. TEACHERS WILL FIND LESSON PLANS, CASE STUDIES, AND ASSESSMENT IDEAS THAT DEMONSTRATE EFFECTIVE TECHNOLOGY INTEGRATION.

2. MATHEMATICS EDUCATION IN THE DIGITAL AGE: INNOVATIONS AND CHALLENGES

FOCUSING ON THE EVOLVING ROLE OF TECHNOLOGY IN MATH EDUCATION, THIS BOOK EXPLORES BOTH THE OPPORTUNITIES AND CHALLENGES PRESENTED BY DIGITAL TOOLS. IT DISCUSSES THE IMPACT OF ONLINE LEARNING PLATFORMS, VIRTUAL MANIPULATIVES, AND ADAPTIVE LEARNING TECHNOLOGIES ON STUDENT ACHIEVEMENT. THE TEXT ALSO ADDRESSES EQUITY ISSUES AND TEACHER TRAINING FOR EFFECTIVE TECHNOLOGY USE.

3. USING DYNAMIC GEOMETRY SOFTWARE IN THE MATHEMATICS CLASSROOM

THIS TITLE DELVES INTO THE USE OF DYNAMIC GEOMETRY SOFTWARE SUCH AS GEOGEBRA AND CABRI IN TEACHING GEOMETRIC CONCEPTS. IT PROVIDES STEP-BY-STEP GUIDES ON CREATING INTERACTIVE LESSONS THAT FOSTER SPATIAL REASONING AND EXPLORATION. EDUCATORS WILL LEARN HOW TO ENCOURAGE STUDENT INQUIRY AND DISCOVERY THROUGH TECHNOLOGY-ENHANCED ACTIVITIES.

4. TECHNOLOGY-ENHANCED FORMATIVE ASSESSMENT IN MATHEMATICS

THIS BOOK HIGHLIGHTS HOW TECHNOLOGY CAN BE LEVERAGED TO CONDUCT FORMATIVE ASSESSMENTS THAT INFORM INSTRUCTION AND SUPPORT STUDENT LEARNING. IT PRESENTS VARIOUS DIGITAL TOOLS THAT ENABLE REAL-TIME FEEDBACK, DATA COLLECTION, AND PERSONALIZED LEARNING PATHS. TEACHERS WILL FIND PRACTICAL EXAMPLES OF INTEGRATING ASSESSMENT TECHNOLOGIES TO IMPROVE MATH INSTRUCTION.

5. COMPUTER-BASED MATHEMATICS INSTRUCTION: BEST PRACTICES AND CASE STUDIES

OFFERING A COMPREHENSIVE OVERVIEW OF COMPUTER-BASED INSTRUCTION IN MATH, THIS BOOK SHARES BEST PRACTICES AND REAL-WORLD CASE STUDIES FROM CLASSROOMS WORLDWIDE. TOPICS INCLUDE THE USE OF EDUCATIONAL APPS, SIMULATIONS, AND ONLINE COLLABORATIVE PLATFORMS. THE BOOK ALSO DISCUSSES HOW TECHNOLOGY CAN SUPPORT DIFFERENTIATED INSTRUCTION AND FOSTER MATHEMATICAL REASONING.

6. ENHANCING MATH LEARNING WITH MOBILE TECHNOLOGIES

THIS TITLE EXPLORES THE GROWING USE OF MOBILE DEVICES SUCH AS TABLETS AND SMARTPHONES IN MATH EDUCATION. IT EXAMINES APPS, GAMES, AND INTERACTIVE TOOLS DESIGNED TO MAKE MATH LEARNING ACCESSIBLE AND ENGAGING ANYTIME, ANYWHERE. THE BOOK ALSO ADDRESSES CLASSROOM MANAGEMENT AND POLICY CONSIDERATIONS FOR MOBILE TECHNOLOGY USE.

7. MATHEMATICS AND MULTIMEDIA: DESIGNING INTERACTIVE LEARNING EXPERIENCES

FOCUSING ON MULTIMEDIA RESOURCES, THIS BOOK GUIDES EDUCATORS IN CREATING INTERACTIVE MATH LESSONS USING VIDEOS, ANIMATIONS, AND SIMULATIONS. IT EMPHASIZES THE COGNITIVE BENEFITS OF MULTIMEDIA LEARNING AND PROVIDES PRACTICAL TIPS FOR INTEGRATING VARIOUS MEDIA FORMATS. READERS WILL GAIN INSIGHTS INTO DESIGNING LESSONS THAT CATER TO DIVERSE LEARNING STYLES.

8. DATA-DRIVEN MATHEMATICS INSTRUCTION: USING TECHNOLOGY TO INFORM TEACHING

THIS BOOK EXPLAINS HOW TECHNOLOGY CAN SUPPORT DATA-DRIVEN DECISION-MAKING IN MATH INSTRUCTION. IT COVERS TOOLS FOR COLLECTING AND ANALYZING STUDENT PERFORMANCE DATA TO TAILOR TEACHING STRATEGIES. EDUCATORS WILL LEARN HOW TO INTERPRET DATA REPORTS AND USE INSIGHTS TO IMPROVE STUDENT OUTCOMES EFFECTIVELY.

9. VIRTUAL MANIPULATIVES IN MATHEMATICS EDUCATION: THEORY AND PRACTICE

EXPLORING THE USE OF VIRTUAL MANIPULATIVES, THIS BOOK DISCUSSES THEIR THEORETICAL FOUNDATIONS AND PRACTICAL APPLICATIONS IN THE MATH CLASSROOM. IT HIGHLIGHTS DIFFERENT TYPES OF VIRTUAL TOOLS THAT HELP STUDENTS VISUALIZE AND INTERACT WITH MATHEMATICAL CONCEPTS. THE BOOK ALSO OFFERS GUIDANCE ON SELECTING APPROPRIATE MANIPULATIVES TO ENHANCE CONCEPTUAL UNDERSTANDING.

Technology In The Mathematics Classroom

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technology in the mathematics classroom: Digital Technologies in Designing Mathematics Education Tasks Allen Leung, Anna Baccaglini-Frank, 2016-10-12 This book is about the role and potential of using digital technology in designing teaching and learning tasks in the mathematics classroom. Digital technology has opened up different new educational spaces for the mathematics classroom in the past few decades and, as technology is constantly evolving, novel ideas and approaches are brewing to enrich these spaces with diverse didactical flavors. A key issue is always how technology can, or cannot, play epistemic and pedagogic roles in the mathematics classroom. The main purpose of this book is to explore mathematics task design when digital technology is part of the teaching and learning environment. What features of the technology used can be capitalized upon to design tasks that transform learners' experiential knowledge, gained from using the technology, into conceptual mathematical knowledge? When do digital environments actually bring an essential (educationally, speaking) new dimension to classroom activities? What are some pragmatic and semiotic values of the technology used? These are some of the concerns addressed in the book by expert scholars in this area of research in mathematics education. This volume is the first devoted entirely to issues on designing mathematical tasks in digital teaching and learning environments, outlining different current research scenarios.

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technology in the mathematics classroom: Technology in the Mathematics Classroom Mylette Camp Hodges, 2000

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perspectives while drawing on the classroom as both the source of investigation and the site of potential change and development. The book will be of fundamental interest to lecturers and researchers and to teachers concerned with the classroom as a cultural phenomenon.

technology in the mathematics classroom: *Beyond the Apparent Banality of the Mathematics Classroom* Colette Laborde, Marie-Jeanne Perrin-Glorian, Anna Sierpinska, 2007-03-11 New research in mathematics education deals with the complexity of the mathematics' classroom. The classroom teaching situation constitutes a pertinent unit of analysis for research into the ternary didactic relationship which binds teachers, students and mathematical knowledge. The classroom is considered as a complex didactic system, which offers the researcher an opportunity to gauge the boundaries of the freedom that is left with regard to choices about the knowledge to be taught and the ways of organizing the students' learning, while giving rise to the study of interrelations between three main elements of the teaching process the: mathematical content to be taught and learned, management of the various time dimensions, and activity of the teacher who prepares and manages the class, to the benefit of the students' knowledge and the teachers' own experience. This volume, reprinted from Educational Studies in Mathematics, Volume 59, focuses on classroom situations as a unit of analysis, the work of the teacher, and is strongly anchored in original theoretical frameworks. The contributions are formulated from the perspective of one or more theoretical frameworks but they are tackled by means of empirical investigations.

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workshops in topics in elementary school mathematics in fostering teachers' confidence and competence in using instructional technology, and thereby promoting more positive attitudes toward using computers and Internet resources in the mathematics classroom. It consisted of in-depth interviews of selected workshop participants in order to provide information on whether the goals of the workshops were realized, and if so, in what ways these goals were accomplished. The interviews showed that most of the students in the experimental group felt comfortable using web-based resources in teaching elementary school mathematics. It was also found through the interviews that all students agreed that the workshops helped them become more confident in using computers to teach mathematics. The findings of this study provide further compelling evidence to support the recommendations of many national reports, such as the NCTM Professional Standards for School Mathematics (2000), to substantially increase the role of instructional technology in the contemporary mathematics classroom.

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selection of papers from the Proceedings of the 13th International Conference on Technology in Mathematics Teaching (ICTMT-13), which was held in Lyon, France, from July 3rd to 6th. ICTMT-13 gathered together over one hundred participants from twenty countries sharing research and empirical results on the topical issues of technology and its potential to improve mathematics teaching and learning. The chapters are organised into 4 themed parts, namely assessment in mathematics education and technology, which was the main focus of the conference, innovative technology and approaches to mathematics education, teacher education and professional development toward the technology use, and mathematics teaching and learning experiences with technology. In 13 chapters contained in the book, prominent mathematics educators from all over the world present the most recent theoretical and practical advances on these themes. This book is of particular interest to researchers, teachers, teacher educators and other actors interested in digital technology in mathematics education.

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