Relations between task design and students' utilization of GeoGebra

# Details

## Year

Not reported

## Scope

Local

## Countries

Sweden

## Type

Empirical research – Qualitative

## Methodologies

## Researched Groups

Children

## Children Ages

## Consents

## Informed Consent

Consent obtained

## Ethics

Ethical considerations and/or protocol mentioned in the research design

## URL

https://link.springer.com/article/10.1007%2Fs40751-019-00051-6

## Data Set Availability

Not mentioned

# Goals

"The research question guiding this study asked in which ways students’ utilization of GeoGebra was different when solving non-routine tasks with different levels of guidance. It was considered that to support an analysis aiming to answer this research question, a specification of this software’s potential to support problem solving and reasoning was required. Furthermore, using it should be interpretable in students’ uttered reasoning, and therefore this latter’s character is important to explain differences in its utilization. To deepen the analysis, the aspect of proof was considered." (Author, 227)