

CAMBRIDGE

√ Mathematics



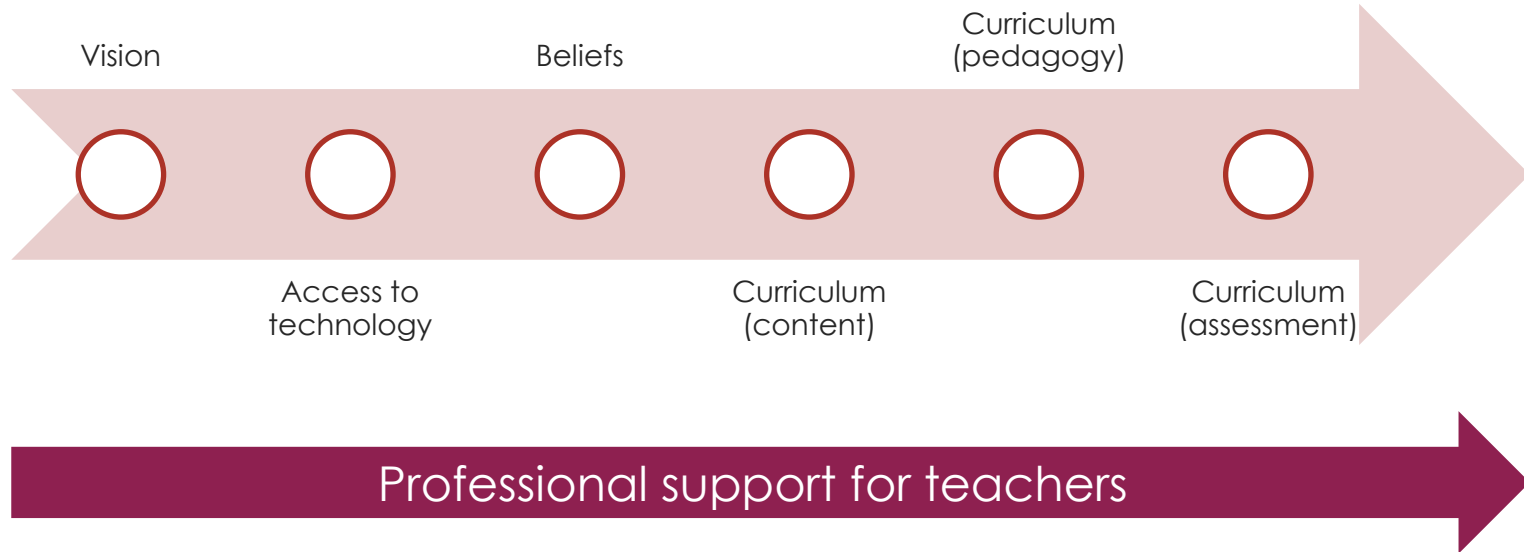
Digital maths – *(Always)* an improvement when...

Alison Clark-Wilson
University College London
UK

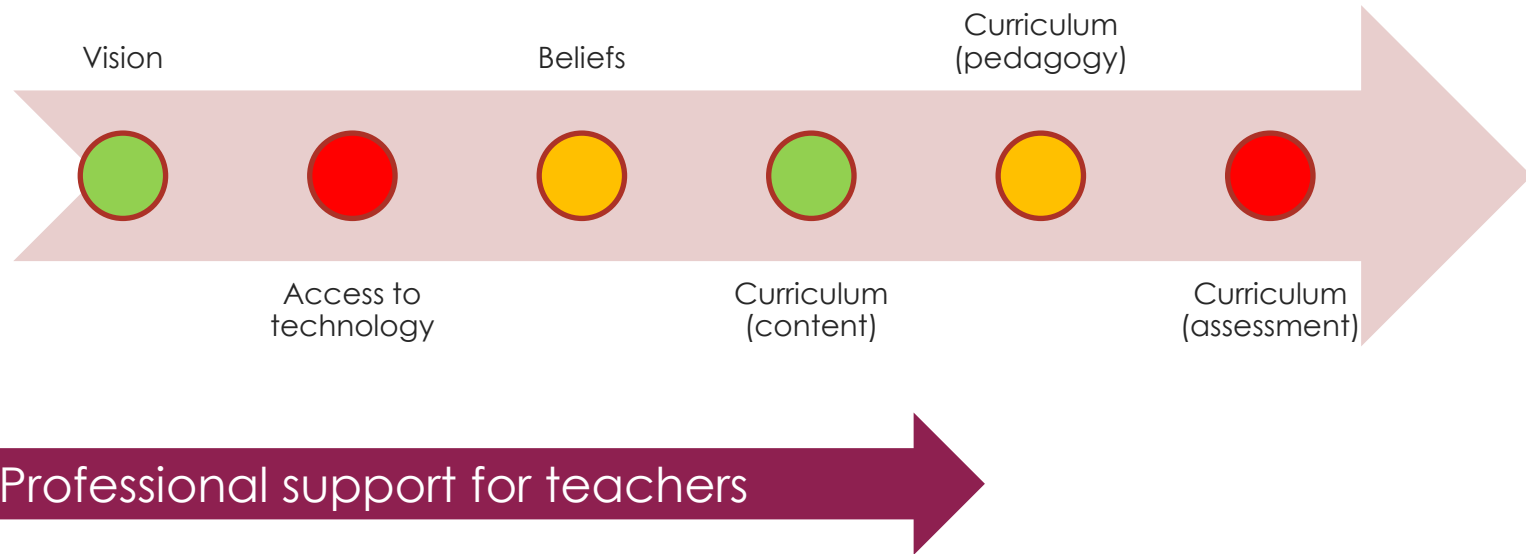
Overview

- Necessary (but not sufficient) conditions for (moderate) success
- Learning from the past
- Taking stock
- What is around the corner?

Overview

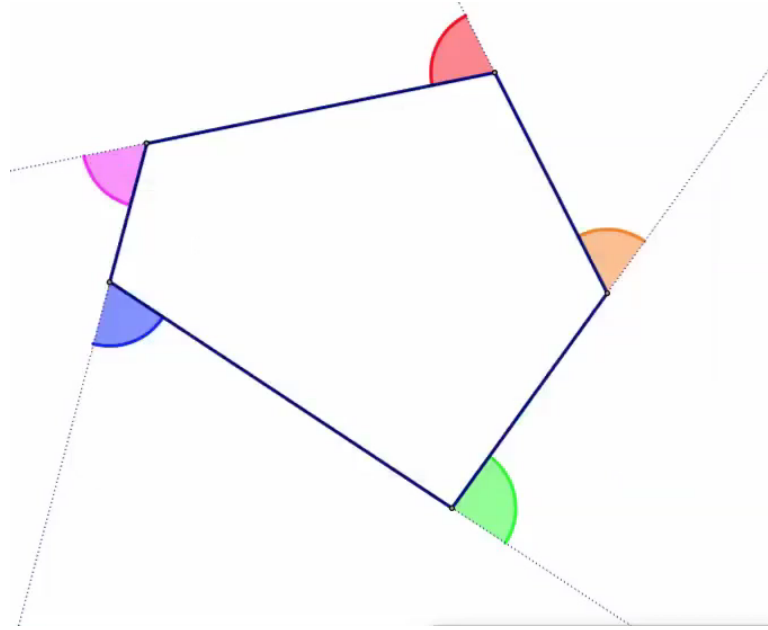


NOF ICT training, Practical Support Pack, DfE-funded MathsAlive pilot (1999 – 2003)



A mathematical interlude....

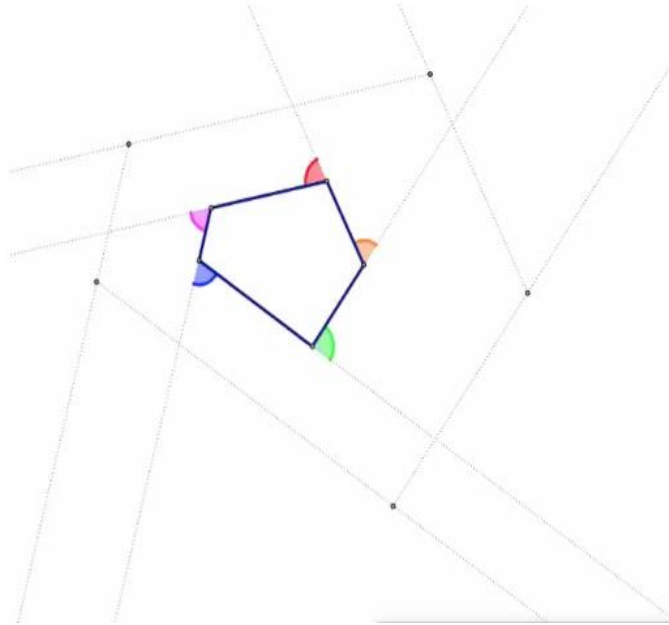
From LOGO...



To modelling
in dynamic
geometry...

A mathematical interlude....

From LOGO...

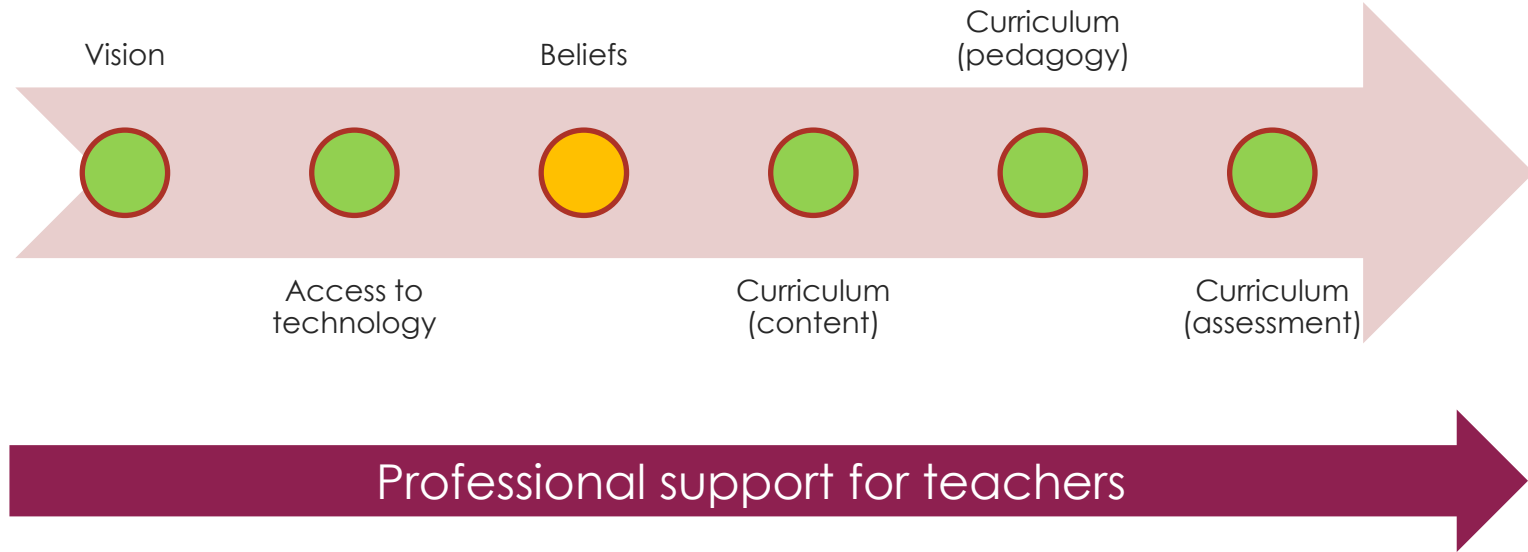


To modelling
in dynamic
geometry...

Critical factors

- Design principles for the use of the technology need to align with the conditions in schools...
- By its nature, technology is disruptive
– so a clear tension here...
- Teachers' professional learning takes time...
- Nature and design of high-stakes assessment is key...

What is happening elsewhere?



Norway

- *Digital skills* in Mathematics involves using digital tools to learn through play, exploration, visualisation and presentation.
- It also involves learning how to use and assess digital aids and tools for calculating, problem solving, simulation and modelling.
- It also means it is important to find information, analyse, process and present data using appropriate tools, and being critical of sources, analyses and results.
- The development of digital skills involves working with complex digital texts with an increasing degree of complexity.
- It also involves developing an increasing awareness of the new digital tools that exist for learning in the subject of Mathematics.



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Cambridge Mathematics
1 Hills Road, Cambridge
United Kingdom
CB1 2EU



info@cambridgemaths.org



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