

Mathlets in Group Work, Segment 2 Conclusion

Mathlets: An Introduction

Welcome back from your study of the group work suggestions. I hope they made sense to you and that you can imagine using variations of them in your own teaching. In this module, we've seen examples of using Mathlets in group work in lecture, the first segment, and in non-lecture room settings, the second segment. These examples show off other strengths of the use of Mathlets.

For example, most students prefer algorithm and pattern matching to mathematical thought. The graphical representation of mathematical situations present in the Mathlets makes it possible to lead students to make truly mathematical arguments. I think that the isoclines video fragment shows this very clearly.

The text examples in the second segment show other virtues. Group work can be difficult to organize in a mathematics class, because there's no physical object which all participants share and work with together. The Mathlet provides a center of attention which a group of students can address in parallel. And the Mathlets support a version of inquiry-based learning, inviting students to experiment and then explain their observations.

Please see the course website for exercises in using Mathlets in Group Work.