

An illustrative analysis of the instrumentation of mathematical activity and capability
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This talk will examine how the tools available to students shape the strategies to which mathematical tasks are amenable and the ideas brought into play, and thus the techniques employable by students and the concepts open to development. An illustrative analysis will be offered, based on a study of the ways in which upper primary students tackled a realistic number problem, using a range of mental, written and calculator methods. These will be related to the idea of a calculator-aware number curriculum.