Teaching geometry with technology:  
A case of teachers' technological pedagogical content knowledge

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Abstract:  Use of technology in teaching and learning mathematics has been advocated by many professional organizations and is mandated by many school districts. Research shows that teachers’ knowledge influences use of technology in the classroom as well as student achievement. However, the conceptualization of teacher knowledge related to using technology in teaching mathematics is in the early stages. More research is needed to examine how teachers develop and use their knowledge to teach mathematics with technology effectively. During this talk I will review some relevant literature and present my plan for my dissertation research.

Ewelina McBroom is a doctoral student in Mathematics Education at Texas State University. Her research interests include teaching with technology and Teacher Knowledge in Geometry. She is currently a research assistant for Dynamic Geometry Project.