

Pre-service teachers on the use of mobile apps for geometry

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The Sri Lankan curriculum stipulates the use of digital technologies in learning, but the practice is different for most teachers. Two case studies were conducted in two teacher education institutes in Sri Lanka to examine perceptions on the use of mobile applications in geometry after the block-teaching experience of pre-service teachers. The study followed the mixed method, explanatory sequential design. The findings of this study will contribute to the literature addressing new models relevant to the pedagogy perspectives of pre-service teachers' use of mobile applications for secondary geometry.