

An investigation of the effectiveness of screencast technology as an assessment tool in mathematics learning.

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Digital technologies (ICT) are ubiquitous in mathematics classrooms. However, despite its increasing prevalence, there is little evidence in research to indicate the effectiveness of ICT for assessing students' mathematical reasoning and problem-solving. Current research focuses on using screencasting apps for learning and suggests these may be effective for evaluating a student's mathematical reasoning and problem solving strategies. By investigating both student and teacher perceptions of using a screencasting app, this research addresses this gap and complements the current research in this dynamic and fast paced area of mathematics education research.