



A construção de cenários animados no GeoGebra e o ensino e a aprendizagem de funções [

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Analítica

ABSTRACT In this report, we will specifically discuss role learning, highlighting our experience with students with high skills/giftedness. We cover aspects related to the concept of functions and how we understand that technology, more specifically GeoGebra, can favor the learning of these concepts. We report some aspects of our experience that show how the construction of animated scenarios in GeoGebra can imply the understanding of concepts about function through the explanations of a sixth grade elementary student who reveal that through the constructed animated scenarios she understood concepts. Mathematical functions such as angular coefficient, linear coefficient, increasing, decreasing, and constant functions, and the reports of a first-year student in high school use mathematical language and suggest working longer with the construction of animated scenarios for Learning functions can favor the understanding and correct application of mathematical concepts. The abstract can be done in English, with a maximum of 10 lines, single spaced, Times 12, in italics, followed by three keywords. The abstract should contain the purpose of the discussion, the methodology and highlight some of the results observed in the research, but without providing reference authors: they shall come only through the text

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