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Using Alnuset to construct the notions of equivalence and equality in algebra

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Abstract: We analyse the role of technology in the development of algebraic crucial knowledge and competences, such as those involved in tile comprehension and use of the notions of equivalence and equality. Tile hypothesis of our research is that technology can be exploited to make available new operative and representative possibilities which structure a new phenomenological space to investigate the algebraic knowledge and to improve the teaching and learning processes of algebra. We analyse tile characteristics of the phenomenological space structured by Alnuset, a system developed by the authors within ReMath European project. Through examples taken from experimentations that we have performed with Alnuset, we illustrate and discuss how such characteristics can be exploited to develop competences and knowledge in the algebraic domain and to improve the teaching of algebra.

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