Borg, A. & Fahlgren, M. (2023). Analysing mathematical programming schemes using different lenses. *Nordic Studies in Mathematics Education*, 28 (3-4), 199–219.

Abstract

The use of programming in mathematics education is undergoing a renaissance and, in this paper, we analyse students' handling of programming in mathematics using the *Instrumental approach* as a theoretical lens. We are especially interested in analysing the development of mental schemes using two analytical frameworks which are compared and contrasted according the idea of networking theories. The study illustrates that the frameworks' detail of richness can have both advantages and disadvantages and that one of the frameworks are more customed to be applied when analysing students' instrumental genesis concerning the use of a programming environment as a mathematical artefact.

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