

Intergeo quality assessment process: a tool for teacher professional development?

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We are interested in the integration of ICT tools by math teachers into their practices and the means of supporting it. Despite the availability and accessibility of ICT tools, and despite the recommendations in the curricula in many countries to use technologies, teachers are reluctant to use them. In the case of dynamic geometry systems (DGS), several reasons explain this resistance. The multiplicity of DGS and resources makes it difficult to identify relevant and quality resources. Moreover, the availability of resources does not solve the problem of their appropriation by teachers, which requires an evolution of teachers' competencies and their conceptions about the role of technology in teaching and learning of mathematics.

These considerations have led to one of the goals of Intergeo project (www.inter2geo.eu/fr), which is at the core of this contribution: quality assessment process for dynamic geometry resources based on the evaluation of resources by users. In order to frame the resource evaluation, we have designed a questionnaire addressing aspects that contribute to mathematical, instrumental, didactical, pedagogical and ergonomic quality of a resource. The aim is to collect users' opinions reflecting the use of resources in a classroom and thus stimulate their reuse by others; resource quality assessment is used in the platform to promote sharing of resources and their improvement.

Several experiments that have been carried out with different groups of teachers allowed analysing strengths and limitations of resource quality assessment, in particular the relevance of the questionnaire. It turns out that the questionnaire is a helpful tool for the appropriation of resources since it prompts teachers to analyse in detail main aspects of a resource that each criterion of the questionnaire addresses. However, it appears that teachers need to be trained to the use of the questionnaire in order to be able to take best advantage of it.