

# **DYNAMIC GEOMETRY SOFTWARE AND AUGMENTED REALITY SAMPLES FOR HIGH SCHOOL DESCRIPTIVE GEOMETRY TEACHING**

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## **SUMMARY**

The author aims to discuss the need to reorient the Descriptive Geometry teaching practice in Portuguese High Schools, so that a better response to the present requirements is achieved, aiming so to improve the capacity for students to understand and represent the tridimensional space, for a better comprehension of what they represent.

Considered as a project of entrepreneurship education, the author intends to present some experiences conceived as complements to a school book that illustrate the potentialities of interacting, in the educational context, with augmented reality basic models and the dynamic geometry software GeoGebra, that introduces different opportunities for teaching and learning Descriptive Geometry, such as the exploration in class and/or online resources with dynamic constructions for specific contents, or step-by-step constructions with the purpose of simplifying the learning process from the student's perspective.

Descriptive Geometry teaching has nothing to lose with the introduction of dynamic geometry or 3D modelling software in the classroom, on the contrary. Rephrasing Stephen Fry<sup>1</sup>: a new technology doesn't substitute its precedent, quite the opposite, it complements it. It is for us to learn how to adapt it and use it the better way.

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<sup>1</sup> Stephen Fry's quote appropriation: *"This is the point. One technology doesn't replace another, it complements. Books are no more threatened by Kindle than stairs by elevators"* (<https://twitter.com/stephenfry/status/1312682218>).