

## **The role of technologies in the argumentative and demonstrative process**

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### **Summary:**

In this article I am dealing with the possible implications of the usage of computer calculation tools when demonstrating mathematical properties in the school practice. The point is to verify whether the use of educational software encourages the passage from conjecture to demonstration, or it is just a quick way to the solution of the problems. The Theory of Situations (Brousseau, 1997) is the referent theory. This work will present the results of statistics protocols, on the base of a quality and quantity analysis, (R. Gras, 2000) given to students in their last year of secondary school. The methods used are, a descriptive analysis (working on EXCEL sheets) and the analysis of possible variables (working with CHIC).