

***Beyond rise over run:
Contexts, representations, and a learning trajectory for slope and linear functions***

*Fred Peck
Freudenthal Institute US
University of Colorado Boulder
USA*

Despite its foundational nature in secondary and post-secondary mathematics, student understanding of slope is often formulaic and underdeveloped. To explore how students learn slope in a more robust way, we designed a curriculum for slope in which students mathematize situations involving rates of change. We designed the curriculum using RME principles, and tested and refined it in a design experiment. In this workshop, participants will engage in activities from the curriculum and I will discuss our design process. I will also discuss key findings, including how contexts and representations mediated student learning of slope.