

**Reflection: “A Taxonomy of Software for Mathematics Instruction”**

Of the five types of software that have been presented in this article, I have not been exposed to that many of them. The one type of software that I think I have been exposed to the most is general software. Over my academic career several of my classes have used various different forms of software that I would consider to be general. Some of these programs that I have used in my classes are programs like Mathcad, R, and Geometer's Sketchpad. In my experience with these programs, I do feel like they provided me with a tool that could be applied to a wide variety of problems. I think that there is value in the versatility of this type of software and it is more useful in allowing the students to explore more areas of mathematics.

The only other type of software that I have had experience with is specific software. Although my experience was very minimal, I do think that there is value in this type of software. On certain subjects in mathematics, repetition is a very good tool in understanding how to analyze the dynamics of mathematical problems. The more practice that you get going through certain problems/scenarios, then the easier it is to identify when certain mathematical areas can help solve future problems/scenarios. This is what my experience has been with specific software. Specific software can often times generate lots of problems and in this way, can help students learn the dynamics of mathematical tools.

This article has brought up some interesting questions. I wonder which one of these software types my classmates would find the most useful in their opinions and from their experiences? It would be interesting what sort of differences of opinion would arise or what the reasoning behind some their thoughts might be. Overall, I thought that this reading was very

interesting and I think that in reading this I am a little more aware of what types of learning softwares exist and what purposes they can serve.