

MATHEMATICS FOR STUDENTS OF DIGITAL ARTS AND GRAPHIC DESIGN: A HISTORICAL APPROACH

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ABSTRACT

In this paper we present a didactic activity developed to motivate our students of no-Engineering university programs to study mathematics. Digital Arts and Graphic Design students have not taken mathematics courses in two years so they do not want to solve exercises of calculus or any other topic. “Animated Mathematics’ History” is an activity where students have to search information and develop an animation of three minutes about a specific mathematics topic. We have only applied once the activity and the students developed animations on the history of π , trigonometry in Egypt and Babylon, Newton–Leibniz invention of calculus, and others. Even we had to negotiate some characteristics of the animations and the way it would be graded, students did a great work over our expectations. Finally, students found unexpected reasons to study mathematics. Some students’ remarks are about the possibility of helping other students to discover mathematics through animations.