

*Logo and mathematics education: a case study on elementary education (4th grade)*

**ABSTRACT**

Why is Logo a controversial matter? Is such a philosophy fully contemptible in mathematics education, or the changes it requires in knowledge's culture are an excessive challenge for suitable acceptance? The existing tendency to contemplate it just as "one more resource in the classroom" might mean that we still oppose to look at its great potential of change, as a teaching and living philosophy.

Our research indicates that it is very hard to behave as a Logo teacher for the first time, and the analysis of the results of Logo implementation does not fit into traditional researching methodologies. Overcoming these cultural and methodological obstacles it is possible that more people will look fairly at Papert's proposal.