The purpose of this study is to investigate the effects of GeoGebra software assisted instruction on vocational school students’ academic achievement and their attitudes towards mathematics. Furthermore, students’ views on using GeoGebra software in geometry course was also examined. The research was conducted at a large university located on the southwest of Turkey with 46 participants from vocational higher school students. The control group consisted of 24 students and the experimental group consisted of 22 students. The research was implemented by using GeoGebra software in Math course. While the experimental group exposed a lecture with GeoGebra software, the control group exposed a traditional lecture for four weeks. The data were collected using Mathematics Achievement Test and Mathematics Attitudes Scale. The analysis of data revealed that teaching algebra with GeoGebra software increased student attitude significantly towards mathematics and GeoGebra software. However the control and experimental groups did not differ in terms of student achievement in mathematics.