

ZMATH 2015f.01046

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Further pure mathematics with technology: developing a new A-level mathematics unit that uses technology in the teaching, the learning, and the assessment.

Math. Teach. (Derby) 235, 6-9 (2013).

Summary: The author documents the essential features of the development process. Why has technology failed to become commonplace in the A-Level mathematics classroom? Is it that, in terms of the hardware and the software, there are too many options on offer and too many choices to be made? Maybe expense is cited as a significant reason? Or is it simply that the use of technology is not a requirement of the assessment and final examination? Here, by including technology in the examination format, the use of technology to support the teaching and learning of mathematics is ensured. First assessment is in 2013 ... is this the shape of things to come at A-level?

Classification: U74 D34 D84

Keywords: media technology; lesson planning; courses; upper secondary; computer as educational medium; graph-plotters; spreadsheets; computer algebra; mathematical software; programming languages; computer programming; investigation of curves; graph of a function; dynamic change of parameters; complex numbers; function theory; number theory; educational diagnosis; achievement measurement