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**Instructors' use of technology in post-secondary undergraduate mathematics teaching: a local study.**

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Summary: In this study, instructors of undergraduate mathematics from post-secondary institutions in Newfoundland were surveyed ( $N = 13$ ) and interviewed ( $N = 8$ ) about their use of, experiences with, and views on, technologically assisted teaching. It was found that the majority of them regularly use technologies for organizational and communication purposes. However, the use of math-specific technology such as computer algebra systems, or dynamic geometry software for instructional, exploratory, and creative activities with students takes place mostly on an individual basis, only occasionally, and is very much topic specific. This was even the case for those instructors who use technology proficiently in their research. The data also suggested that familiarity with and discussions of examples of technology implementation in teaching at regular and field-oriented professional development seminars within mathematics departments could potentially increase the use of math-specific technology by instructors.

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*Keywords:* post-secondary teaching practices; instructors' beliefs; integration of technology in teaching; instructors' knowledge; professional development

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