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Teaching undergraduate mathematics using CAS technology: issues and prospects.

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Summary: The use of handheld CAS technology in undergraduate mathematics courses in Australia is paradoxically shrinking under sustained disapproval or disdain from the professional mathematics community. Mathematics education specialists argue with their mathematics colleagues over a range of issues in course development and this use of CAS or even graphics calculator technology in assessment is a serious sticking point. We review some of the issues in the literature and established local practice and prospects for change within tertiary mathematics with reference to international concerns and the experience in the secondary sector. Problems identified could argue for increased technology use in service courses. (ERIC)

Classification: U75 D45

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