Interpreting and assessing the answers given by the CAS expert: a reaction paper Carolyn Kieran.

Summary: In this reaction to the paper presented by Werner Peschek in this issue, the author takes issue with the notion put forward that, in general mathematics education, the field of competence for operative knowledge and skills ought to be assigned primarily to the experts and, consequently, that this competence could be delegated almost completely to the electronic mathematical expert that is the CAS. Citing research evidence from current work, the author argues that it is quite unrealistic to expect students to be able to interpret and assess the answers produced by the CAS if their general mathematical education does not include provision for developing operative knowledge and skills. Furthermore, she argues that students themselves are not satisfied at not being able to do such interpreting.

Classification: D20 F20 C70 D30

Keywords: general education; computer algebra; teaching-learning processes; mathematics and computers; learning; operative knowledge; comments