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The impact of CAS on nonroutine problem-solving by college mathematics students.

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Eight college students with substantial college mathematics backgrounds and with familiarity with the TI-92 CAS technology were interviewed as they solved nonroutine problems while they had access to the TI-92. This article reports data related to the ways in which the technology interacted with the problem-solving process (pseudomathematics and communities of practice, the effects of technology on problem solving approaches, and the impact of mathematical and technological domain knowledge) and data related to ways in which students dealt with technological results which appeared in the process of problem solving (trying to make sense of technological results). (orig.)

Classification: I24 U74