

CHALLENGES IN TEACHING PRAXIS WHEN CAS IS USED IN UPPER SECONDARY MATHEMATICS

Henrik Bang

Christianshavns Gymnasium, Copenhagen, Denmark

Niels Groenbaek

Department of Mathematical Sciences, University of Copenhagen, Denmark

Claus Larsen

Christianshavns Gymnasium, Copenhagen, Denmark

Short description of the Discussion Group: aims and underlying ideas

Being unequivocally mathematical and having transformative impact on mathematics itself characterize CAS. This prompts a new dialectic relationship between tool and discipline to be instigated. We address this from the angle of teaching, i.e. CAS focus on mathematic didactics within the frame that CAS is an augmentation of mathematics, and from the angle of professionalization, i.e. teachers operating within the transformed conditions. CAS has been an important means to meet the systemic call for targeting the teaching of mathematics at giving a large number of students authentic skills, while still being an instrument for sorting students to different higher educational levels. Which challenges do teachers face within the educational system? Teachers are often caught in a choice between sound use of CAS in mathematical thinking and merely letting CAS serve as a tool to surpass cumbersome problem solving. How can we support teachers to be robust operators? What standards should a communal language of a didactical discourse possess, and what experience is there to support teachers in obtaining these skills and aid them in developing their own teaching in order to meet these demands?

Planned structure:

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| Tuesday, 16.30–18.00: | Theme: <i>Impact by use of CAS on teaching in Upper Secondary Math; challenges and opportunities for design.</i> | Material / Working format / presenter |
| 16.30–16.35 | Introduction to DG | Presentation/CMU – University of Copenhagen |
| 16.35 – 16.45 | <i>What is or what might be the benefit of CAS concerning a better understanding of some topics in mathematics.</i> | Presentation/Hans-Georg Weigand – Universität Würzburg |
| 16.45 – 17.00(±) | Discussion based on presentation by Hans-Georg Weigand | All |
| 17.00(±) – 17.10 | <i>How do CAS tools change the nature of mathematics?</i> | Presentation/Chris Sangwin – University of Edinburgh |

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| . 17.10 – 17.25(±) | Discussion based on presentation by Chris Sangwin | All |
| 17.25(±) – 17.35(±) | <i>Mathematical understanding for teaching secondary mathematics with CAS</i> | Presentation/Kathleen Heid – Penn State University |
| 17.35(±) – 17.55(+) | Discussion based on presentation by Kathleen Heid | All |
| 17.55(+) | Recapitulation of Day 1 | CMU |

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| Friday, 16.30-18.00: | Theme: <i>Impact by use of CAS on teachers in Upper Secondary Math; in-service training, didactical discourse, ...</i> | Material / Working format / presenter |
| 16.30 – 16.35 | Summary of discussion and resulting themes from Day 1 | Summary e-mailed to participants/Presentation/CMU |
| 16.35 – 16.45 | <i>In-service training: Experiences with coaching and community building.</i> | Presentation/CMU |
| 16.45 – 17.00(±) | Discussion based on CMU-presentation | All |
| 17:00(±) – 17:10 | <i>Growing a critical mass of teachers and schools to integrate technology into their teaching practices</i> | Presentation/Zsolt Lavicza – Johannes Kepler University, University of Cambridge, Budapest Metropolitan University |
| 17:10 – 17.25(±) | Discussion based on presentation by Zsolt Lavicza | All |
| 17.25(±) – 17.35(±) | <i>Chaining tools: embedding CAS in a learning and assessment environment for mathematics</i> | Presentation/Paul Drijvers – Utrecht University, Cito |
| 17.35(±) – 17.55(-) | Discussion based on presentation by Paul Drijvers | All |
| 17.55(-) – 18.00 | Conclusion of DG | CMU, all |

References

- Heid, K. M., Wilson, P. S., & Blume G. S. (Eds.) (2015). *Mathematical Understanding for Secondary Teaching: A Framework and Classroom-Based Situations*, Information Age Publishing, Charlotte NC.
- Stoutemyer, D. R. (1991). Crimes and misdemeanors in the computer algebra trade. *Notices of the American Mathematical Society*, 38(7), 778-785.
- Weigand, H.-G. (2014). Looking back and ahead - Didactical implications for the use of digital technologies in the next decade. *Teaching Mathematics and its Application* 33, 3-15.