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Proposal: Dialog on technology tools in mathematics instruction

Background: Throughout the last conference I heard about really interesting projects, new approaches, and innovations that I would not have thought about independently. Yet, when discussing bringing these ideas to scale one road block was cited time and again; some faculty do not want to use, or do not know how to use technology (LMSs, online homework systems, Desmos, etc.) in their courses. I am fairly young (36) and I really don't understand not including technology in the toolbox that we have to serve students. The number of benefits seem to outweigh the costs, and solve a number of issues common to this profession.

The ask: Do you know of a faculty member who will not use technology? (Clearly, that person is unlikely to be you as you are reading this.) Someone who will stick their tongue out at the thought of putting grades in Canvas? Someone who believes online homework is the antithesis of learning mathematics? Please, share my email with them (rweston@clark.edu) and ask them to send me their reasons for not using technology. I find people share more of their negative feedback than their positive feedback, which is exactly what I am looking for.

Outcome: I'd like to compile some of these concerns, and with a colleague present a dialog at the next conference discussing reasons for using technology tools or not. This won't be a debate, there won't be a 'winner', rather we'll present two views on technology in mathematics instruction, and ask questions to better understand each viewpoint.

Source: Post on WAMAP.org >> "Washington College Mathematics Conference" forum >>

[Proposal: Dialog on technology tools in mathematics instruction](#) (retrieved 2018-08-25)