

WWW: What/Where/When using CAS in Class

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During the last decades, CAS programs and CAS methods were introduced, investigated and used in order to improve the lectures in particular in mathematics. The teacher learned and loved to solve their problems with CAS impressively. So we know quite well *how* to work with CAS technically. But do we really know *what*, *where* and *when*?

What topic is appropriate to be solved with CAS in class. Is it of interest for the students and does it motivate them? When should we use CAS: During the whole class, at the beginning, in the mid term or at the end? What is the best benefit for the students? Where should CAS be used? In class or in a lab?

The aim of this presentation is to touch a couple of these questions and investigate the use of CAS by means of a typical situation in a math lecture. Discussed will be also a proposal for an extensive problem connecting different disciplines and mathematical techniques for motivating the students for the topic of a complete semester.

References

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