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**EXAMINING THE INTEGRATION OF
COMPUTER ALGEBRA SYSTEMS INTO UNIVERSITY-LEVEL
MATHEMATICS TEACHING**

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The use of Computer Algebra Systems (CAS) is becoming increasingly important and widespread in mathematics research and teaching. In this paper, I will report on a questionnaire study enquiring about mathematicians' use of CAS in mathematics teaching in three countries; the United States, the United Kingdom, and Hungary. Based on the responses from 1100 mathematicians, I will give an overview of the current extent of CAS use in universities; uncover why or why not mathematicians choose to integrate CAS into their classroom teaching; describe what influences their decision for using CAS; offer some examples of their classroom uses of CAS; and explain how they envisage the role of technology in mathematics teaching in the future. I will also outline similarities and differences of my findings among the participating countries and different types of universities. In addition, I will present models, based on statistical modelling, on the influencing factors of CAS integration into university-level mathematics teaching and how this integration can be assisted.