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**Padraig M. McLoughlin\*** (mcloughl@kutztown.edu), 265 Lytle Hall, Dept. of Mathematics,  
Kutztown University of Pennsylvania, Kutztown, PA 19530. *Turn Off Machines: Turn On Minds!*

'Appropriate' use of technology has been a ubiquitous phrase in mathematics curriculum guidelines for years. What 'appropriate' means in this context is the topic of this talk. We submit that calculators should be banned in most college mathematics courses.

In a recent article in the Washington Post, a defender of calculators maintains "'[students] are not so great at computing numbers on the back of a notebook, but calculators have expanded students' 'ease and grasp' of math' & 'can jump past the grunt work to get to more sophisticated levels of analysis.' Kids whose arithmetic skills may be weak but they can rely on calculators 'to do that work, and they can still do algebra,' 'It's just like word processing,' he said. 'There are people who can't spell . . . but word processing can allow them to express things well and be creative.'"

We shall argue for unshackling minds by shedding calculators, we shall appeal to reason, and we shall attempt to retort some (in)famous arguments for the use of a calculator (such as previously quoted).

We submit that the use of calculators hinders students' understanding of mathematics by deemphasising basics, creating or reinforcing an external locus of control, and reducing students' reasoning skills. (Received September 11, 2013)