

1014-U1-506

Nicholas Gorgievski* (nick.gorgievski@nichols.edu), Nichols College, Center Road, PO Box 5000, Dudley, MA 01571, **Thomas C. DeFranco** (tom.defranco@uconn.edu), University of Connecticut, 249 Glenbrook Road, Unit-2064, Storrs, CT 06269, **Robert A. Stroud** (robertajstroud@hotmail.com), University of Connecticut, 249 Glenbrook Road, Unit-2064, Storrs, CT 06269, and **Mary P. Truxaw** (mary.truxaw@uconn.edu), University of Connecticut, 249 Glenbrook Road, Unit-2033, Storrs, CT 06269. *The Tablet PC: A Tool for Teaching a Large-Group Calculus Class.*

It is not uncommon to hear instructors say that they do not have sufficient time to cover all the topics in a Calculus course. Most mathematicians would agree that covering the material in such a course is important if students are to further their study of more advanced mathematics; however, few mathematicians would disagree with the idea that it is equally important for students to understand the material. Traditionally, in a large-group Calculus class, lecture is the most predominant form of instruction. Although this format is an efficient way to deliver instruction, in such classrooms students spend a significant amount of time copying notes from the board. In recent years, instructors have begun to explore the use of emerging technologies as tools to cover material in an efficient manner and to actively engage students in the learning process. One such tool is the Tablet PC. In this session, we will demonstrate how this device was used as an instructional tool in a large-group Calculus course. We will also share results of a study which examined students' perceptions of the Tablet PC as a device to deliver mathematical information in an effective and efficient manner as well as a tool to enhance the learning and understanding of mathematics topics covered in class. (Received September 19, 2005)