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Marilyn Reba* (mreba@clemson.edu), Department of Mathematical Sciences, Martin O-202, Clemson University, Clemson, SC 29631. *Mobile-Technology and the College Math Core Curriculum.*

Mobile technology allows us to gauge student understanding as we teach, to present examples more effectively, and to improve the flow of instruction. Too often freshman fail and fall behind early in our core math courses, such as Liberal Arts Math or Calculus, because they do not engage in the classroom and their questions remain unanswered. Bringing Tablet-PC's and a projector, obtained through a Hewlett-Packard Teaching-for-Technology Grant, into several sections of these math courses, we first teach instructors and students how they can use this technology during each class period. With the pen/ink feature, students learn to take notes in Journal, take quizzes in Messagegrid and solve problems on electronic worksheets in Ubiquitous Presenter. Interest peaks in the classroom when student submissions are projected, since anyone's mistakes and successes might be discussed (with anonymity for graded items). Performance on common exams in the sections using mobile-technology is compared with our regular sections. We query students on their impressions of this technology and how it helped them. We also ask the instructors of these mobile-technology sections to reflect on their experiences (good and bad) over the semester. (Received September 08, 2006)