

Expectations of the technological generation:

- 1. Free
- 2. Interactive
- 3. Fast response
- 4. User-friendly
- 5. Open-source / Open Platform



Expectations of the technological generation:



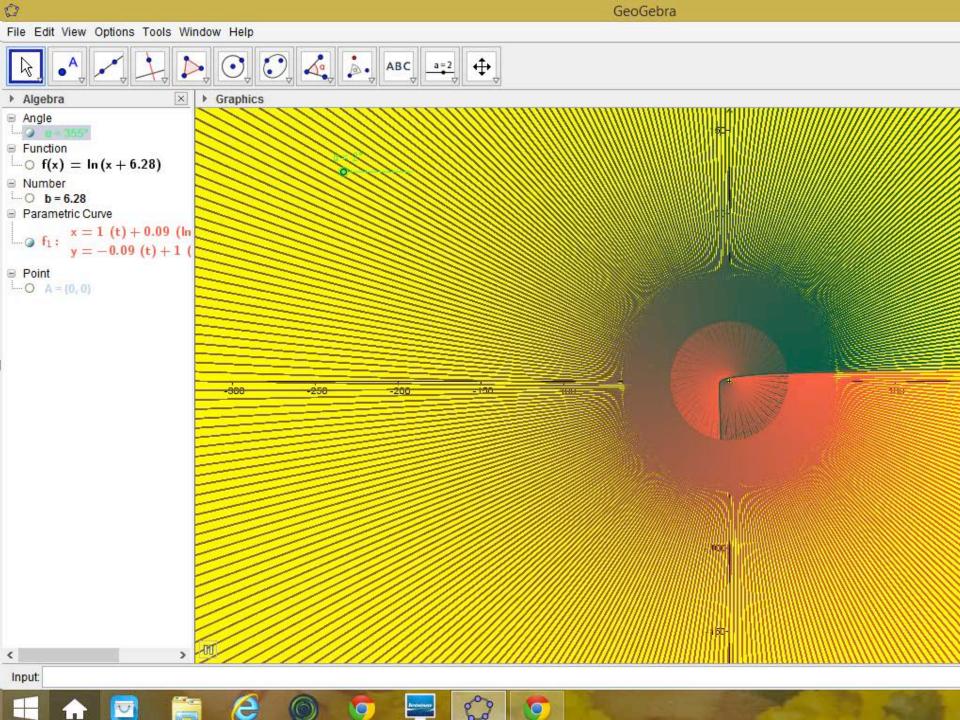
- 2. Interactive
- 3. Fast response On-line textbooks
- 4. User-friendly
- 5. Open-source / Open Platform GeoGebra

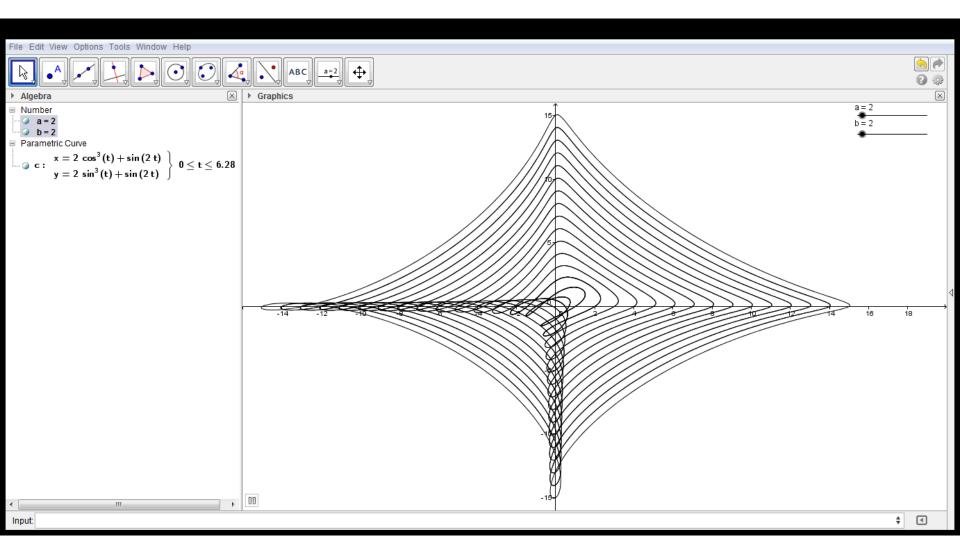
Our current graphing calculators are none of these

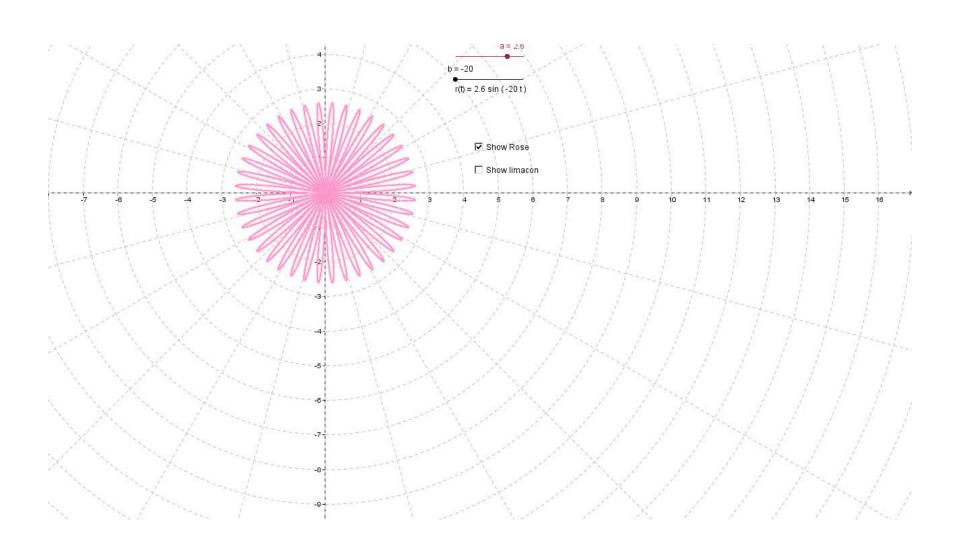
PCC's current technology requirement for Math 95 and above vs. GeoGebra

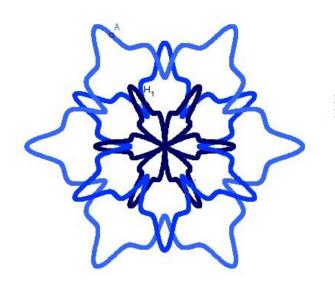






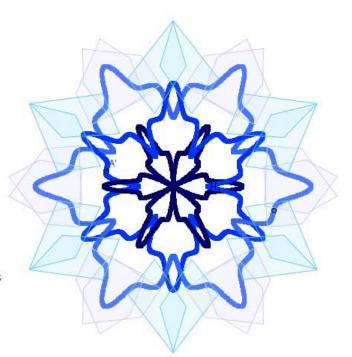


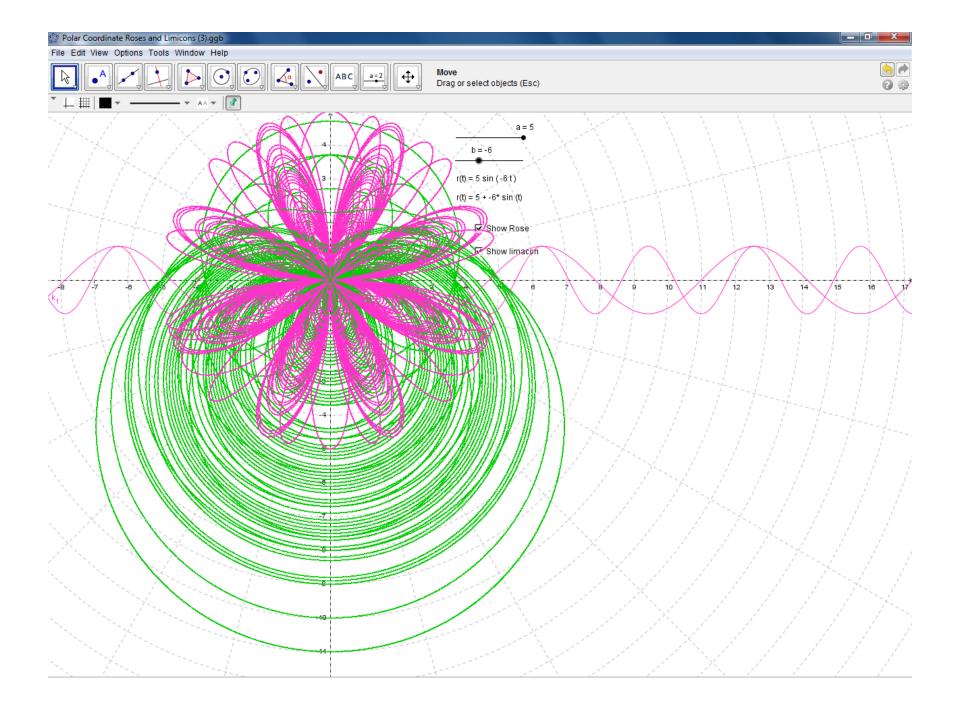


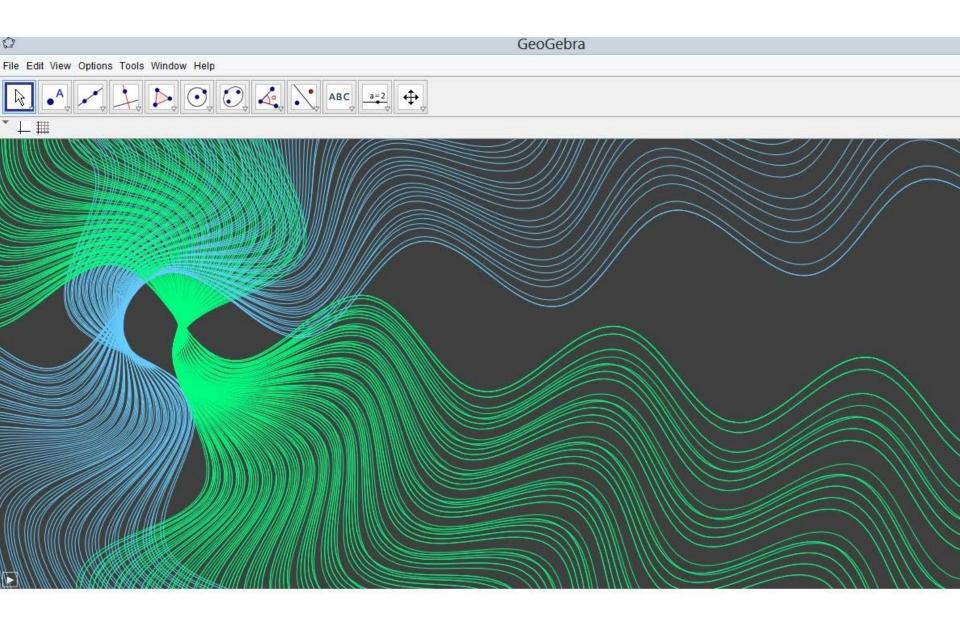


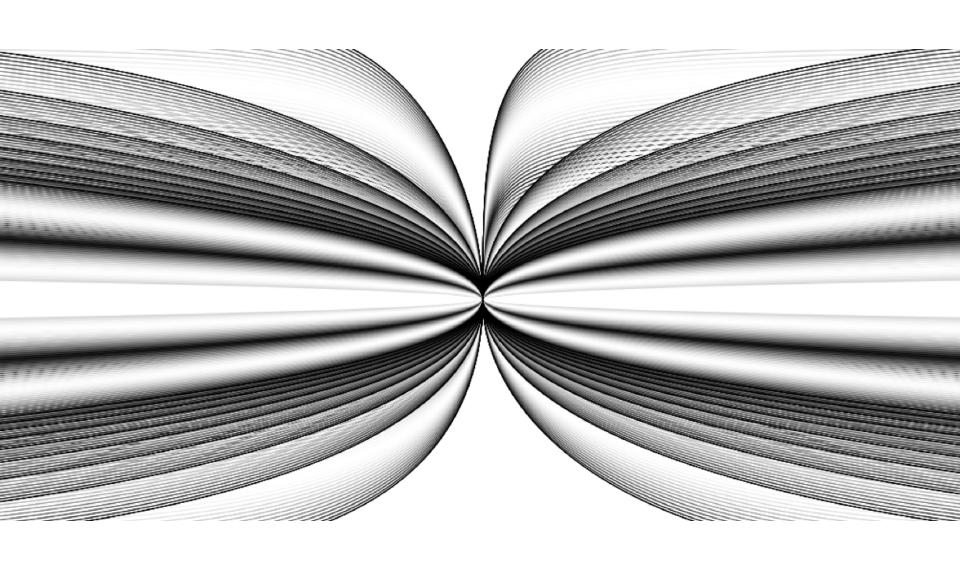
In polar : $(Cos^5(6\theta) + S, \theta)$ Inputs: θ = 0 to 2π , S= 1, 3, and -2

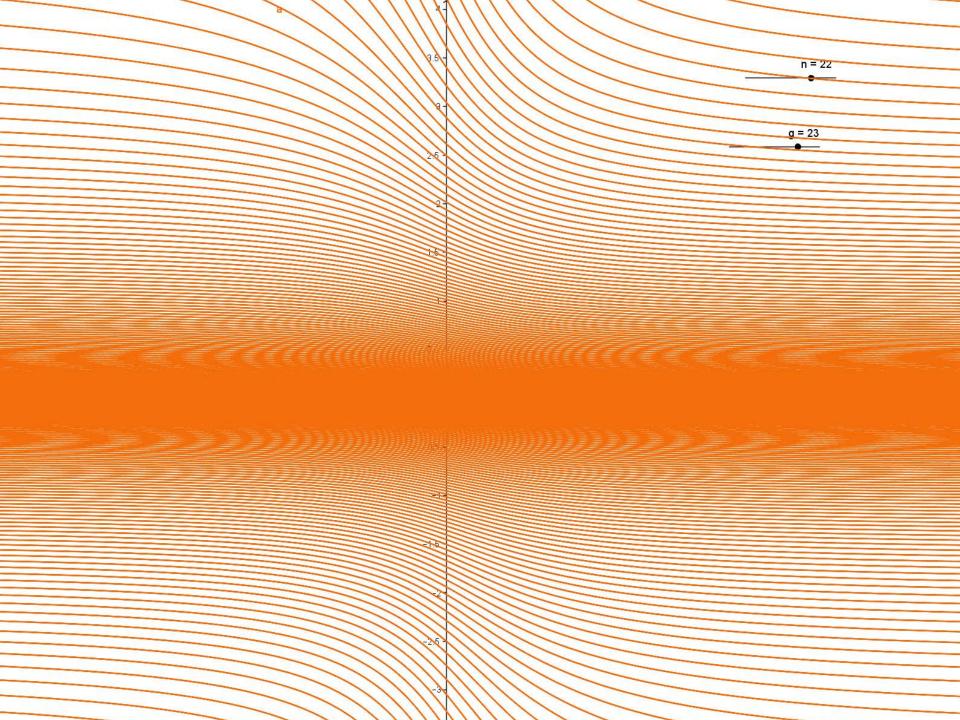
Background polygons added for visual interest.





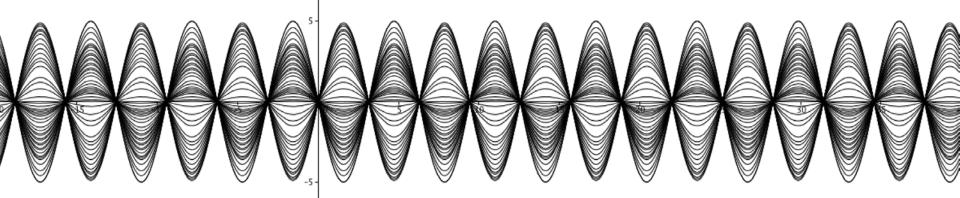






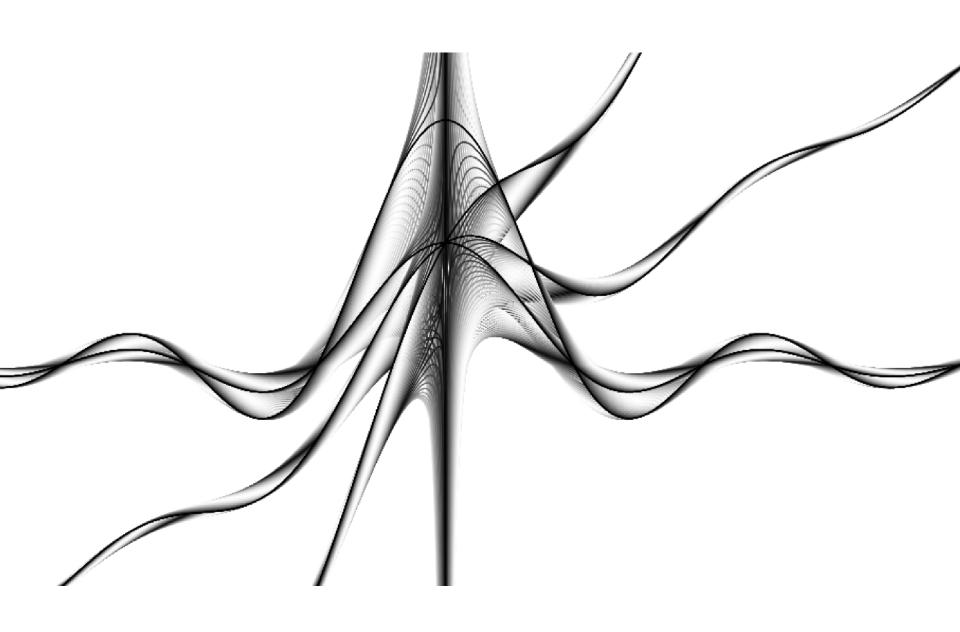


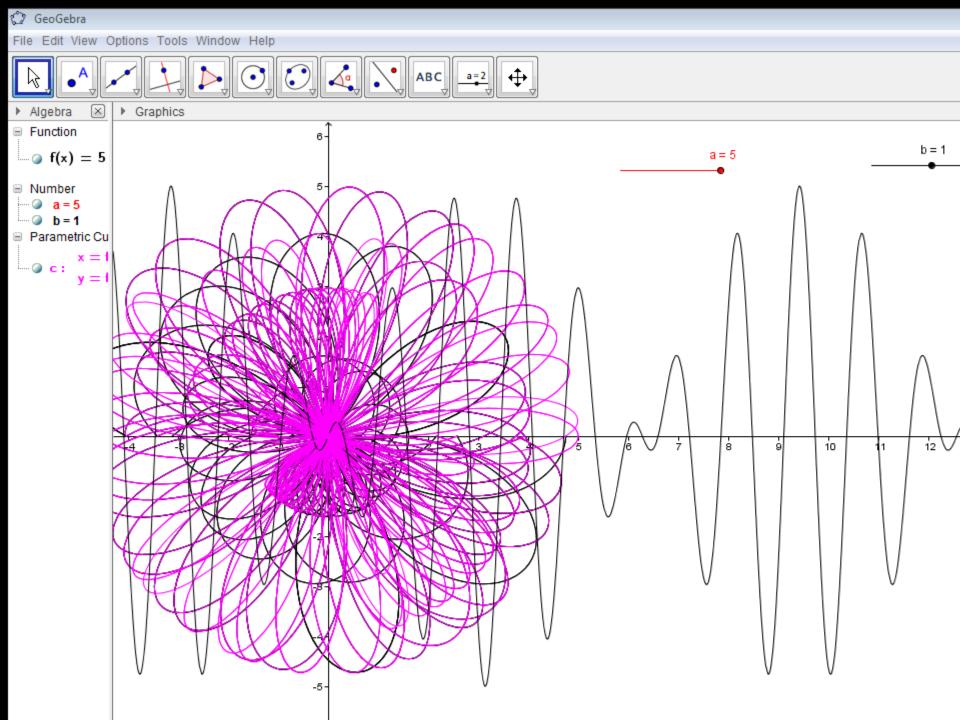
Kyle Venkatesan

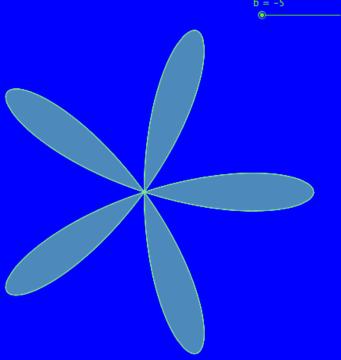


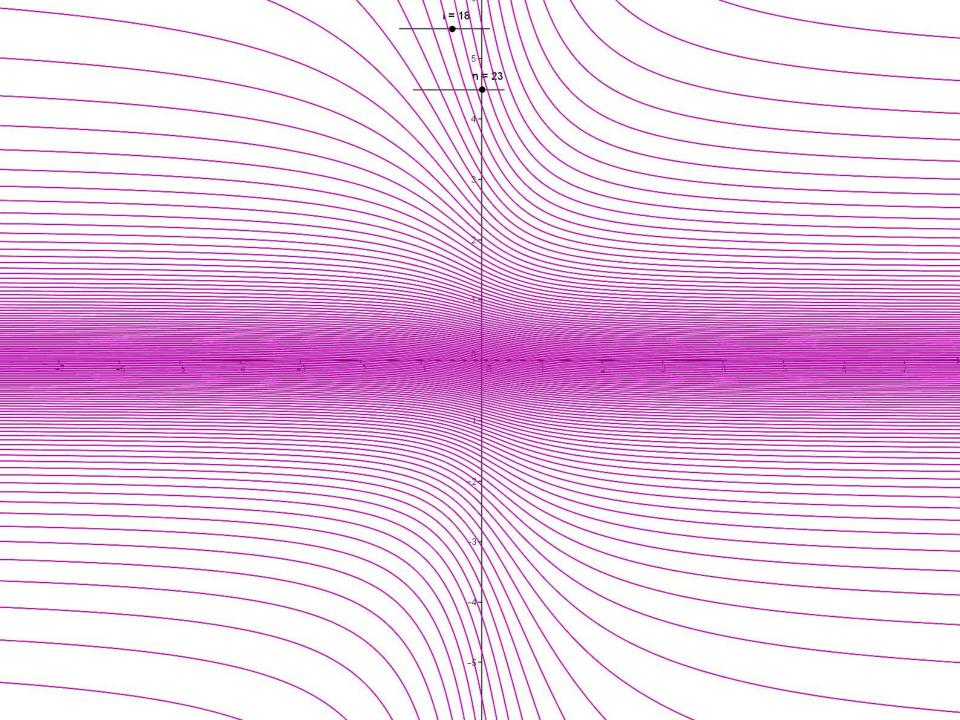
-10-

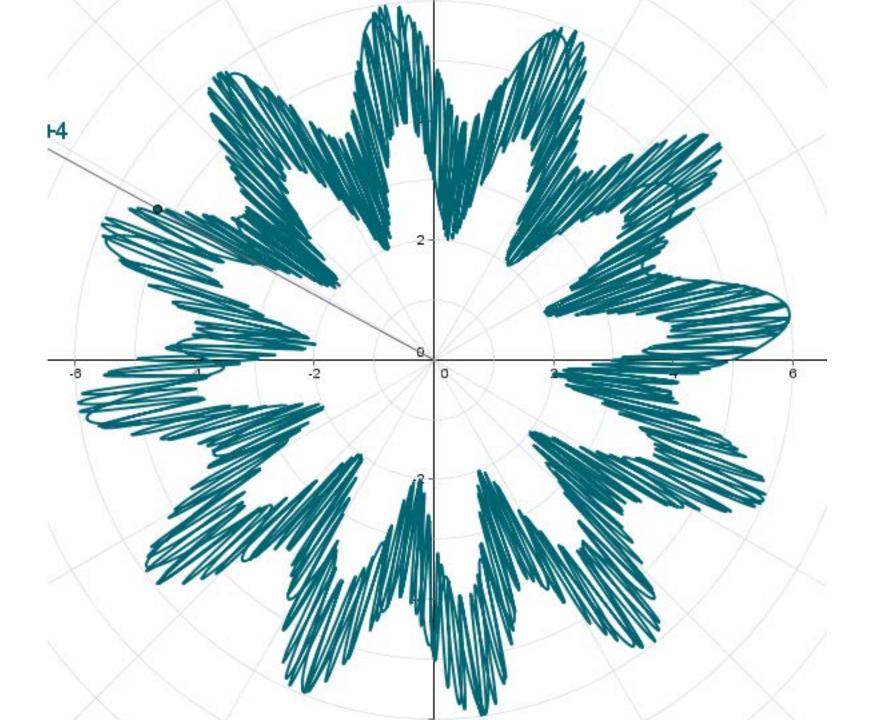
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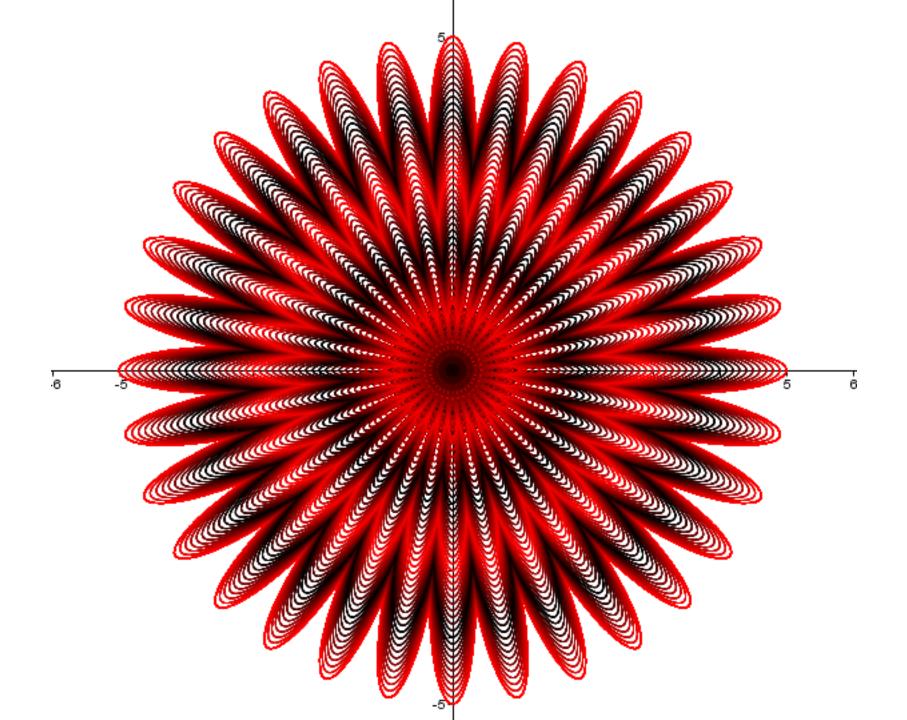


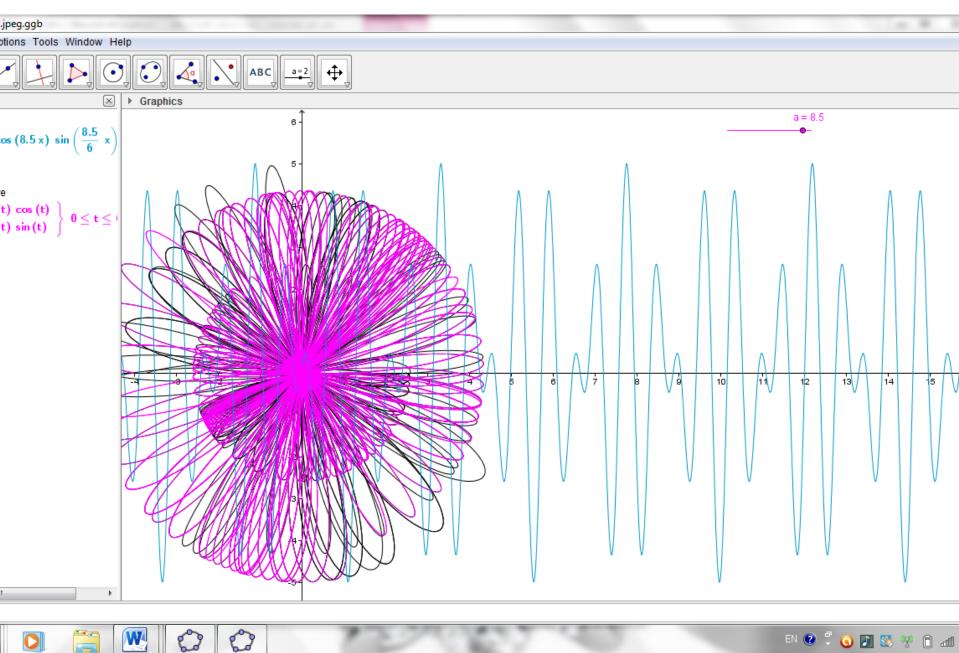






















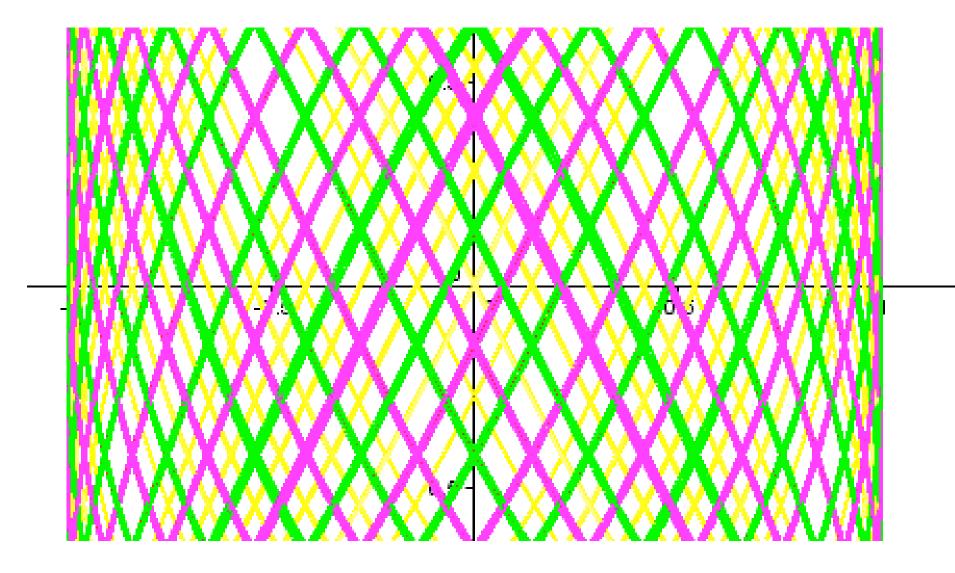


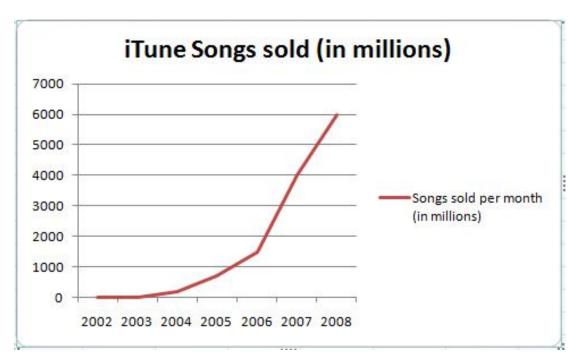


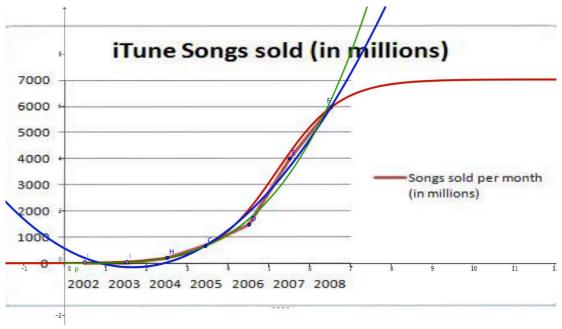




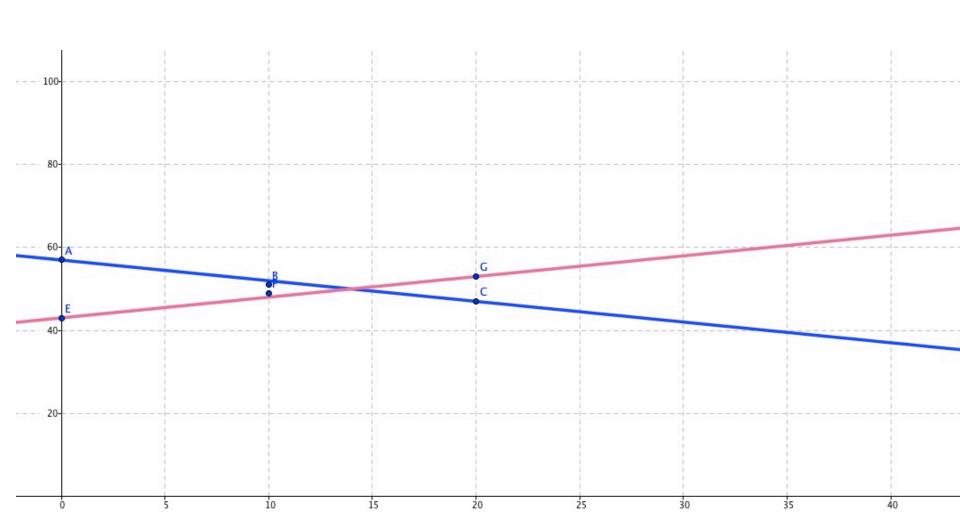


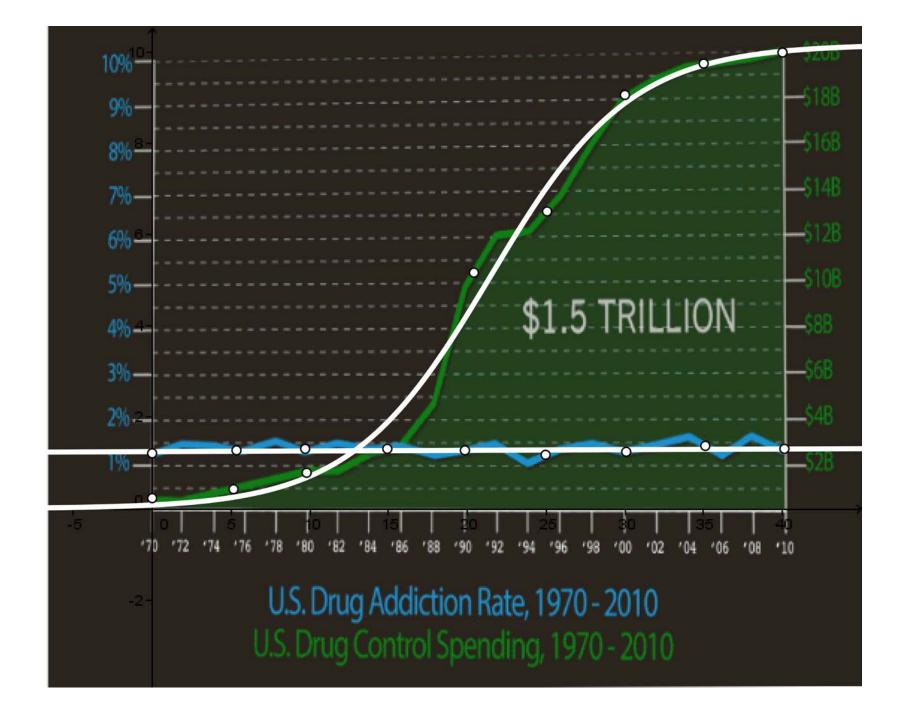


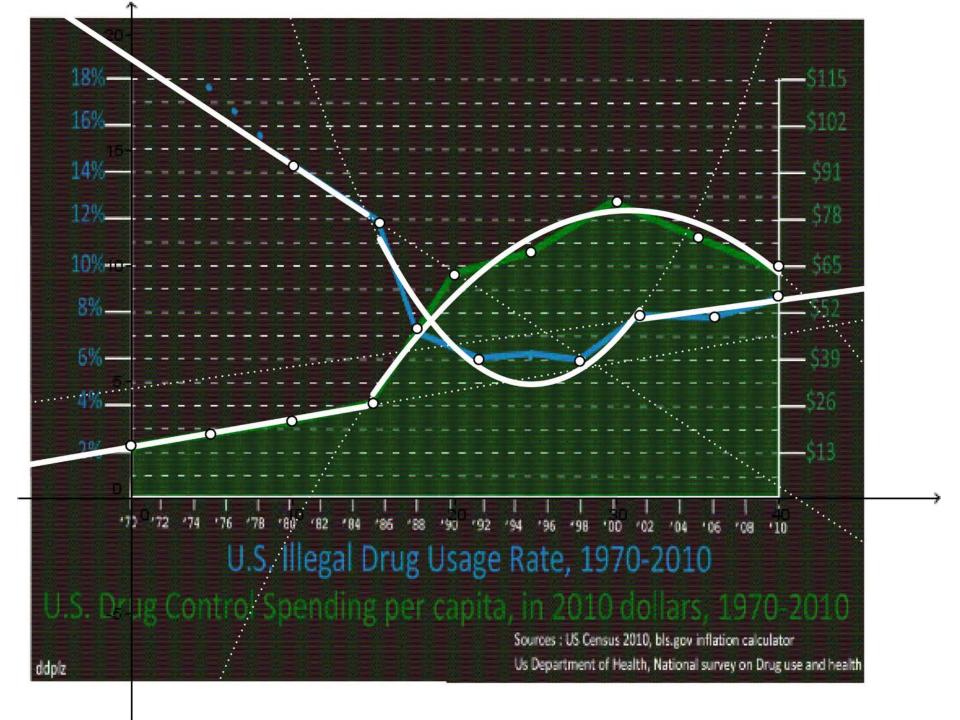


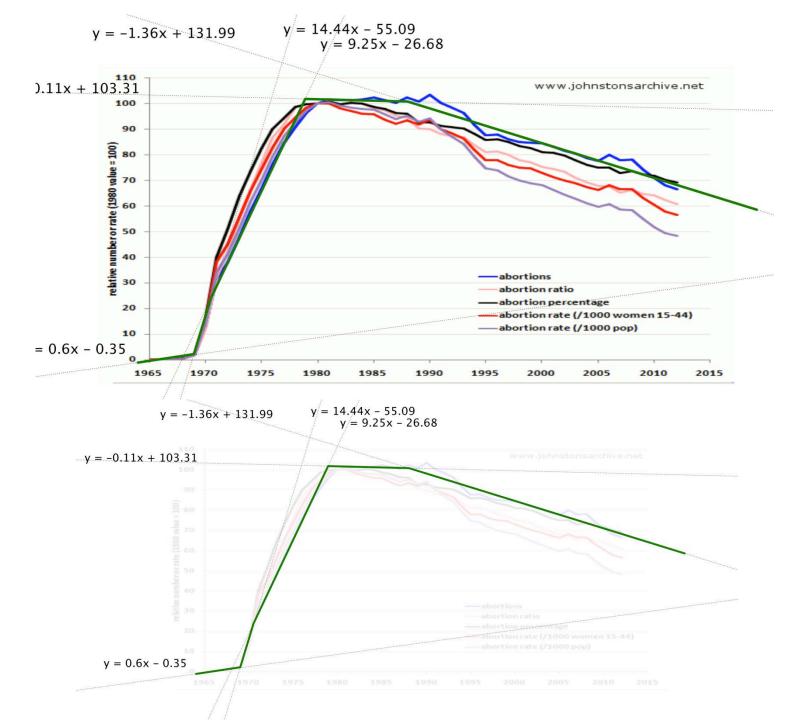


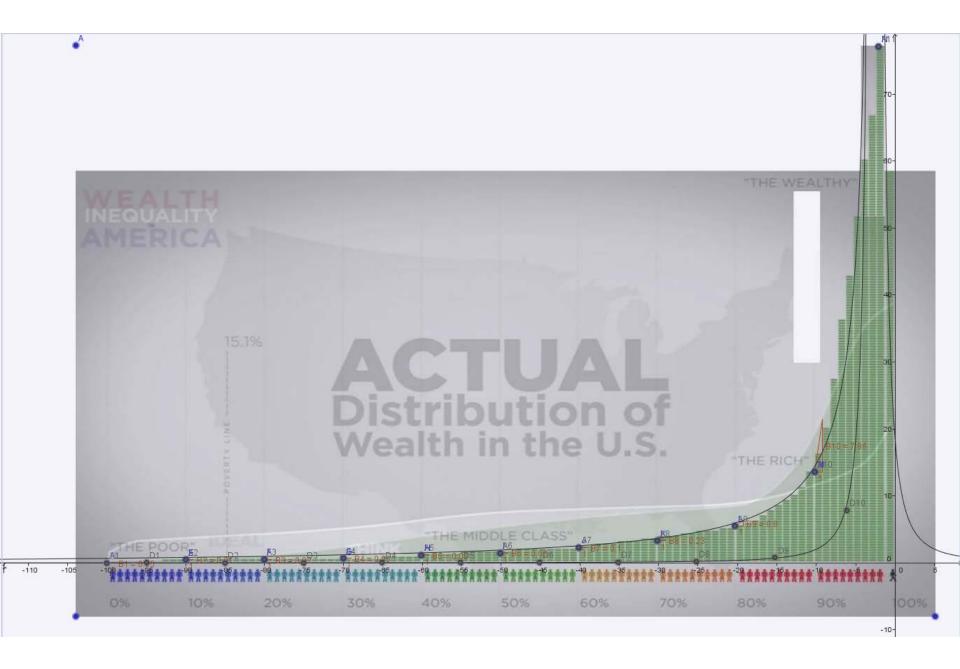
College Graduates by gender after 1970











Using GeoGebra to to teach Choose a topic. I'll make a regression.

- U.S. or World Population graph
- High School Graduation Rate graph
- U.S. Student Debt graph
- Unicorns and Rainbows graph
- Other topic?

Hopes for the future: extending use of free technology

- In-class student use of technology (GeoGebra, WebWork, Excel, free on line text-books, etc.) is limited.
- Rock Creek campus has computer terminals for all math classes level 100 and above
- Tablets are a possible alternative
 - Sets that remain in classrooms
 - Or tablets purchased by each student