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The call for integrating mathematical software in collegiate mathematics started more than 20 years ago. However, recent research has shown that academic mathematicians' opinions are divided when it comes to using software in classrooms. Some mathematicians argue that the use of software will hinder students' thinking, although others believe that it will improve it. Still other collegiate mathematics instructors take a balanced view and argue that technology has both benefits and limitations, and that those who teach have to be aware and considerate of both. The purpose of the presented study is to explore academic mathematicians' dispositions toward software use in teaching. Qualitative interviews have been conducted with 11 mathematicians who are currently teaching undergraduate courses in the U.S. This session will present the findings of this qualitative investigation, which will inform a second phase in a dissertation study that will address mathematicians' dispositions on a larger scale. (Received September 22, 2011)