

Results:

Ms. Mead observed that “the ability to see multiple representations at one time really enhanced my students’ understanding.” As an example, she described how she:

“... adapted the example in my textbook for chapter 3.6 called Modeling Linear Data for TI-Nspire technology. The lesson went very well as students were able to actually draw several lines of best fit on the screen and call up the equation to see how they were slightly different. This enabled me to talk about the line of best fit itself and not so much about the procedure for writing the equation of a line. I feel we were able to go deeper than the original activity.”

Ms. Mead observed that it took her approximately four weeks to get to the same level of proficiency as when she used TI-84 Plus family graphing calculators. She did express a need to be able to access and incorporate any available lesson plans, given her lack of time during the school year.¹

Ms. Mead observed that her students reached the level of creating and saving their own TI-Nspire CAS documents within approximately a couple of weeks.

She concludes that her colleagues “...are always asking me what’s new and different about the TI-Nspire CAS handheld. They need to see the new features and how they really are a departure from what is currently available.”

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¹ This was a pilot test of pre-production units; supporting materials were not yet available.